Claremont Academy Plan to Improve Student Outcomes

This Plan to Improve Student Outcomes defines the school’s mission, vision, and key strategies for the school year. This plan is aligned to the Worcester Public School Coherence Framework and is organized around the four core practices of Leadership Practices, Positive Climate and Culture, Specific Student Supports, and Intentional Instruction.

Claremont Academy North Star

A school’s North Star is the school’s mission and vision to equip all students with the skills, competencies, and mindsets needed to be successful. It is grounded in data, stakeholder engagement, and vision for graduates of the school.

Claremont Academy is a diverse community based on Ubuntu (African Proverb “I am because, we are), where everyone is safe, respected, and expected to contribute to a positive school environment. Instruction is student-centered and learning is collaborative. Every member of our community thinks, learns, and teaches others. We embrace struggle and perseverance, understanding that learning is a continuous process. The mission of Claremont Academy is to help students better themselves and progress toward college, career, and civic readiness.
Claremont Academy Plan to Improve Student Outcomes

School growth planning is an essential part of continuous school improvement. Setting expectations and strategically working to advance the school’s North Star vision is what can lead to change for the better. This Plan to Improve Student Outcomes lays out the school’s intentions for the strategies it will use, actions they will take and the anticipated outcomes. The school’s instructional leadership team leads the work.

### School Instructional Leadership Team Members

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<th>Position</th>
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<tbody>
<tr>
<td>Angela Plant</td>
<td>Principal</td>
<td>Kirwin Matthews</td>
<td>ELA Department Head</td>
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<tr>
<td>Katerina Kambosos</td>
<td>Assistant Principal</td>
<td>Adelina Zaimi</td>
<td>Math Department Head</td>
</tr>
<tr>
<td>Booker Lester</td>
<td>Acting Assistant Principal</td>
<td>Heather Bagdoian</td>
<td>History/Social Studies Department Head</td>
</tr>
<tr>
<td>Deidre Carlson</td>
<td>Assessment Specialist</td>
<td>Cindy Roach</td>
<td>Special Education Department Head</td>
</tr>
<tr>
<td>Peter Weyler</td>
<td>Early College Focused Instructional Coach</td>
<td>Monica Echevarria</td>
<td>World Language Department Head</td>
</tr>
<tr>
<td>Elizabeth Brown</td>
<td>Focused Instructional Coach</td>
<td>Danielle Surrette</td>
<td>ELD Department Head</td>
</tr>
<tr>
<td>Kasandra Garcia</td>
<td>Early College Guidance Counselor</td>
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### School Instructional Leadership Team Meeting Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
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<tbody>
<tr>
<td>September</td>
<td>9/19, 9/27</td>
<td>February</td>
<td>2/13, 2/27</td>
</tr>
<tr>
<td>October</td>
<td>10/24, 10/31</td>
<td>March</td>
<td>3/13, 3/27</td>
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<tr>
<td>November</td>
<td>11/14, 11/28</td>
<td>April</td>
<td>4/10, 4/25</td>
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<tr>
<td>December</td>
<td>12/6, 12/12</td>
<td>May</td>
<td>5/8, 5/22</td>
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<tr>
<td>January</td>
<td>1/17, 1/30</td>
<td>June</td>
<td>6/6, 6/12</td>
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*Summer Planning Session if applicable*
The school priority goal is the focus that drives the improvement work during the school year. It is based on a review of data from the prior school year. The following pages contain plans for each core practice that when implemented, should lead to improvements associated with the priority goal.

### School Priority Goal(s) for School Year 2022-2023

Our priorities are very similar to the previous school year as much of this work is ongoing. We seek to ensure that all Claremont Academy students are college and career ready. By way of improving our attention to increased rigor with scaffolds and support we work to improve student performance and teacher instruction regarding:

- Student Discourse
- MCAS Scores
- Claremont Characteristics
- College Readiness
- Planning for Early College
- Professional Protocols

### Key Data and Rationale for Priority Goal(s)

MCAS Scores  
STAR data

In order to fulfill our Mission Statement and embark on the Early College Wall to Wall grant we seek to improve these priority goals.
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## LEADERSHIP PRACTICES

*The school has established a community of practice through leadership, shared responsibility, and professional collaboration.*

### Our Vision for Leadership Practices

Claremont continues to develop and implement school-wide and department-wide grading policies and reporting practices aligned to grade level standards. We continue to develop and implement a tracking system to assess whole-school progress on common assessments, and meeting the Claremont Characteristics. Student self-surveys and revision of our characteristics rubrics have been ongoing. Teachers determine department-wide focus and goals during October professional development and Team PLC focus on rigor, with support and scaffolds during whole class instruction.

### Aspiration for 2022-2023 School Year

- 3 Cycles of Looking-At-Student-Work
- Improve alignment in instruction and establish common grading practices.
- Use of common assessments across disciplines
- Review Common Assessment Data to support teacher instruction

### Strategies for Leadership Practices

- LASW Protocols
- Teacher Round Protocols
- ANET PD Walk-Through’s focus area: culturally responsive practices (CRP) supports and scaffolds during whole class instruction
- District Level Walk-Through’s

### Measures of Success and Desired Outcomes

- All grades complete student self-evaluations twice yearly
- Improved scores on district wide common assessments
- Improved MCAS, STAR and ACCESS scores
- Walk through data to be reviewed and provide timely feedback
- Completion of LASW/Teacher Round Protocols and department goals achieved
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POSITIVE CLIMATE AND CULTURE

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school’s focus on increasing student achievement.

Our Vision for a Positive Climate and Culture

Claremont Academy is a diverse community based on Ubuntu, where everyone is safe, respected, (a sense of belonging) and expected to contribute to a positive school environment. We are committed to college and career readiness as common goals, to community and civic-mindedness as core values, and to each and every student as a powerful thinker and important community member capable of postsecondary learning and contributing to the betterment of the world.

Aspiration for 2022-2023 School Year

- Implement fully our Early College Wall to Wall Grant planning
- Continued efforts to make teaching and learning student centered
- Continued training/coaching of Collaborative Problem Solving (CPS) 80-100% of staff
- Implement Team Meeting Protocols to address student concerns
- MTSS training and revision of SSP process
- Increased student ownership of learning and day to day activities
- Increase family engagement (Wrap Around Coordinator/EC Events)

Strategies for Positive Climate and Culture

- Weekly and monthly meetings to finalize Early College planning
- All grade 10 students will take the First Year Experience College Course and successfully receive 3 college credits for this QCC course.
- Teachers continue to be trained in CPS tier I sessions throughout the school year
- Professional development by ANet to support MTSS, CRP and UDL strategies; rigor, supports, scaffolds
- Newsletter
- Use of REMIND app
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<table>
<thead>
<tr>
<th>Measures of Success and Desired Outcomes</th>
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<tbody>
<tr>
<td>● 90-100% of FYE students successfully complete and receive credit for the college course</td>
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<tr>
<td>● 100% of staff are CPS tier I trained</td>
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<td>● Student referral and discipline reduced</td>
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<td>● Increased student voice in day to day climate of school</td>
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<td>● Improved communication with caregivers and families</td>
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</table>
## Claremont Academy Plan to Improve Student Outcomes

### STUDENT SPECIFIC SUPPORTS

*The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.*

### Our Vision for Student Specific Supports

Claremont Academy seeks to further develop and implement a variety of supports with the incorporation of MTSS for English Language Learners/Multilingual learners, at-risk students i.e. grade 9, credit depleted, special education and Latino males. Increase student self-efficacy during the school day and in after school programming.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Student Specific Supports</th>
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<tbody>
<tr>
<td>● Development of broad based Early College pathways for the Wall to Wall grant rollout</td>
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<td>● Continued PD on MTSS</td>
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<td>● After school support groups for at risk students</td>
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<td>● Co-teaching supports in SEI classrooms</td>
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<td>● Increase Seal of Biliteracy participation and recipients</td>
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<td>● Early College sub committees meet to finalize Early College Wall to Wall grant</td>
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<tr>
<td>● Weekly Health and Guidance Meetings</td>
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<td>● Grade 9 team meets on a weekly basis</td>
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<td>● After school clubs i.e. Gay Straight Alliance(GSA), Spanish National Honor Society</td>
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<tr>
<td>● Use of ELLevation and SEI strategies</td>
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<tr>
<td>● Data dives of standardized test scores</td>
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<td>● MyCap conferences</td>
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### Measures of Success and Desired Outcomes

- Monitor student growth using STAR, MCAS data, ACCESS Data, and Common Assessment in grade level teams and department based PLC’s.
- Grade level teams/Dept Based PLCs use data to adapt and improve instructional practices
- Identify student specific supports and interventions with use of MTSS
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- Increased attendance in after school programming
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**INTENTIONAL INSTRUCTION**

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

**Our Vision for Intentional Instruction**

At Claremont Academy we use the Multi Tiered System of Supports (MTSS) to support all students in their learning and to identify and target specific needs for students in need of additional strategies and interventions. Use of Universal Design for Learning (UDL) is a best practice that aligns with MTSS. We also incorporate Collaborative Problem Solving (CPS) training, skills and strategies to help meet the needs of students with lagging skills.

**Aspiration for 2022-2023 School Year**

- Development of structured Numeracy curriculum
- Develop and implement a formal system for data analysis that includes protocols for using the data findings to adjust curriculum and instruction
- Regular use of walkthrough tool(s) to collect classroom data and provide timely feedback to teachers

**Strategies for Intentional Instruction**

- Math department meeting to review numeracy curriculum and math department PD by ANet
- Data dives in core subject monthly department meetings (i.e. MCAS, LASW protocols)
- ANet professional development and walkthroughs

**Measures of Success and Desired Outcomes**

- Use data analysis to inform instruction and modify instruction based on student needs
- Teachers meet by department and review and monitor student growth. Use of Data Dive Protocol developed SY 21-22
- Increase of rigor, use of supports and scaffolds Tier I of MTSS as evidenced from ANet PD/support
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Notification

As part of the planning process, Worcester Public Schools considers the coordination and integration of federal, state and local services and programs. In addition:

- Elementary schools should also reference the transition plans for assisting preschool children in transitioning to the school-wide program plans; and
- Secondary schools should also reference transition plans for assisting grade 7 and 9 students in transitioning to the new school.

Coordination and Integration of Funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction and materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities. Title IV A, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college and career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another. Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students. Title II, coordination of professional development for all college and career readiness activities; Title IV,
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Worcester Public School Transition Plan for Assisting Preschool Children (Elementary only)

Worcester Public Schools (WPS) support a transition plan for assisting preschool children to school-wide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into school-wide Title I programs.