



*Delivering on High Expectations and Outstanding Results for All Students*

## Clark Street Community School 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.



### Clark Street Community School 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.*

The mission of Clark St. Community School is to nurture and empower all students to be critical thinkers, to strive for academic excellence, to be compassionate and active community members. We methodically support our students to develop social, emotional and academic skills that will increase future opportunities for them, and will allow them to succeed in a diverse World.

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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			
Name	Position	Name	Position
Charlene Preston	ML Teacher	Alma Antonio-Aquino	Grade 6 Teacher
Susan Williams	Kindergarten Teacher	Bethany Wharton	Instructional Coach
Cindy Brown	Grade 1 Teacher	Rachel Rogers	Assistant Principal
Tonida Zhobro	Grade 2 Teacher	Fjodor Dukaj	Principal
Abigail Sadakierski	Grade 3 Teacher		
Kelley Liebfried	Grade 4 Teacher		
Katie Hester	Grade 4 Teacher		
Kate Nguyen	Grade 5 Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	9, 19	February	3, 17
October	7, 21	March	10, 24
November	4, 18	April	14
December	9	May	5
January	6, 20	June	9
		<i>Summer Planning Session</i>	6/22/23 8/22/23

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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. 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

Elevate the level of thinking, speaking and writing across all grades and subject areas by:

- Intentionally planning high order thinking questions and opportunities for students to think deeply and respond at high levels.
- Developing and implementing common routines for accountable talk, and developing and utilizing explicit look-fors and rubrics to teach students to provide high level verbal responses to any question they are asked.
- Increasing opportunities for writing, and leveraging frequent feedback and the use of rubrics to develop the ability of our students to effectively and independently respond to questions in writing.

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

We believe that by elevating the level of thinking, speaking and writing across all subjects and grade levels, student achievement in both District and State assessments will increase.

- Based on the Beginning of the Year (BOY) reading data from our STAR Consolidated State Performance Report(Reading) Data, only 18% (26) of students in grades 2-6 are meeting or exceeding grade-level expectations.
- Based on the Beginning of the Year (BOY) reading data from our STAR Consolidated State Performance Report(Math), only 23% (41) of students in grade 1-6 are meeting or exceeding grade-level expectations.

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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

At Clark St. Community School we believe in collective, distributed leadership. Following this ideal we have established clear structures and practices throughout the school that have teachers, administrators and other school staff jointly committed to shared ownership and collective responsibility for improving student achievement. Examples of this are:

- An active and well-represented Instructional Leadership Team
- Grade-level/ Professional Learning Communities (PLC) Teams.
- An active and well-represented Positive Behavior Interventions and Supports(PBIS) Team

Administrators and teachers (through teacher teams or involvement in the ILT and PBIS) are actively monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement. This is done through various means, including walkthroughs that utilize commonly developed and shared tools to measure successes and identify the next level work.

#### Aspiration for 2022-2023 School Year

Our top priority in this area for the year is to establish a robust Family Teacher Organization that will take the lead on planning and organizing fundraisers and events to bring our community together.

#### Strategies for Leadership Practices

- Continue to build the capacity of our teachers to lead various aspects of teaching and learning by taking the lead on facilitating PLC meetings. This will include PLC meetings that execute our 5-6 week data cycles focusing on narrow, standard-based goals.
- The efforts above will be led by our Wrap Around Coordinator in consultation with our Family Teacher Organization and School Leadership Team. The Principal will coach and support our Wrap Around Coordinator and the leadership of our Families and Teachers Organization (FTO) to carry out their objectives and achieve their goals.

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### Measures of Success and Desired Outcomes

- Well-organized PLC meetings with a clear agenda that directly supports our Instructional Focus.
- Improvement in our students achievement within the focus standards for each data cycle
- FTO meetings will be well-planned and well-structured as demonstrated by a running meeting agenda that will be communicated in advance to team members.
- We will hold successful fundraisers that will generate at least \$4,000 for the year
- We will hold at least 2 Family and Community events that will be attended by at least 250 students, staff and families.

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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

- At Clark St. Community School we have established a climate of respectful and collegial communication, strong relationships, and a positive school culture that is perpetuated by students, teachers, staff and administrators that work closely together to increase student achievement throughout the school.
- Teachers and administrators have clearly established and actively reinforce expectations for student conduct and behavior that supports students' learning and efforts to increase student achievement. This includes a robust communication system, tracker of behaviors that interfere with learning and structures and systems that support all students to grow at high levels.
- The school has identified, established, and proactively provides effective social-emotional learning (SEL) resources and supports for students in need of such support and assistance. This includes weekly Tier 2 Socio-emotional Learning Groups for specific students, and the Check and Connect program for students that need a focused plan and interventions to be successful in the classroom and beyond.
- Students experience a sense of belonging with the school and are engaged in their learning.
- Parents and the community feel welcomed, respected and heard.

#### Aspiration for 2022-2023 School Year

- This year we will methodically celebrate students' learning and recognize their accomplishments
- We will also work to further strengthen the partnership between school and families, and extend learning at home.

#### Strategies for Positive Climate and Culture

- Increase collaboration and communication with families.
- Increase enrichment opportunities for students through additional field trips, enrichment clubs and other afterschool clubs.
- Build self-efficacy and establish a culture of celebrating success and growth through student recognition
- Develop partnerships with local institutions to extend learning, to provide our students with exposure to higher education, and to build

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	a culture of attending college for our Clark St. Community School students.
<b>Measures of Success and Desired Outcomes</b>	
<ul style="list-style-type: none"> <li>• Monthly newsletter by ADMIN Team to all families</li> <li>• Monthly newsletter by grade-level teams to families with updates, upcoming learning and ways to support their child's learning and development.</li> <li>• Sending surveys to families and using their feedback to make adjustments to our work</li> <li>• Frequent positive phone calls to families to update them on specific successes and growth their child is experiencing at school.</li> <li>• Provide enrichment clubs in the area of physical health/physical education, music and visual arts for students in grades 3-6.</li> <li>• Hold 1 trip in addition to the one planed by WPS for students in all grades using funds raised from school fundraisers.</li> <li>• Increase the number of afterschool clubs to provide more opportunities for exploration and engagement for our students.</li> <li>• Recognize at least 1 students from each grade weekly for a specific academic achievement and/or growth, and at least 1 student from each grade weekly for showcasing our Core Values of Respect, Responsibility, Curiosity, Perseverance and Community. These recognitions will be public leveraging our schoolwide morning Announcements on the Google Meet platform.</li> <li>• Send home a Shout Out certificate to students being recognized; Admin Team members will follow up with a positive phone call to the students families.</li> <li>• Partner up with the College of the Holy Cross to have student-volunteers support and tutor Clark St. students weekly.</li> <li>• Plan and hold a visit/tour to the College of the Holly Cross for all of our 6th grade students each spring.</li> <li>• Establish a mentorship program between students at the College of the Holy Cross and Clark St. Community School students.</li> </ul>	

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### 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

At Clark St. Community School we strive to provide high quality learning and development for all students. In order to ensure that all students have the opportunity to adequately learn and grow, we have created a Reading Enrichment Block and a Math Enrichment Block where students receive tailored small group instruction that serves to bridge gaps and accelerate learning for all students. We use data from periodic formative assessment such as anecdotal notes on reading behaviors, running/reading records, formative assessments through the EdCite platform etc.

#### Aspiration for 2022-2023 School Year

- This year we plan to refine and further develop our Math Enrichment block through an intentional focus on improving our Math Workshop Model, specifically the tasks and instruction we provide in small groups.
- Continue our efforts to strengthen our Multi-Tiered Systems of Supports(MTSS) by refining our SSP process and holding quarterly progress meetings to review growth for students in grades 3-6 and our NC Team.

#### Strategies for Student Specific Supports

- Implement a daily enrichment block in both reading and math to provide tailored instruction to students
- Teachers in Gr.3-6 will administer weekly EdCite assessment on the current standards for week/unit to assess progress in standard mastery and to inform next steps for instruction.
- Use one-on-one consultations with students to discuss and provide support with ST Math progress. Use ST Math features to assign specific interventions/lessons based on the student's needs.
- All homeroom teachers will participate in PLC data cycles and student work analysis in order to create flexible groupings and gauge instruction. (using EdCite, STAR, formative and additional summative assessments)
- Track progress by reviewing STAR ELA and math data to identify progress in number of students meeting grade level expectations.



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	<ul style="list-style-type: none"><li>• Hold quarterly Progress Meetings with teachers in Gr.3-6 and NC Teams, Sp.Ed and ML teachers and Admin Team to identify next steps for students not making adequate progress.</li></ul>
<b>Measures of Success and Desired Outcomes</b>	
<ul style="list-style-type: none"><li>• 100 percent of students will receive small group instruction in math and reading</li><li>• Formative assessments</li><li>• Consultation consistency</li><li>• PLC data cycles</li><li>• Meetings in PLC groups</li><li>• Meeting's agenda and action plans</li></ul>	

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### INTENTIONAL INSTRUCTION

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

#### Our Vision for Intentional Instruction

Vision for Instructional Success: At Clark St. Community School we have developed a shared definition of high quality instruction which is clearly described in our High Quality Planning Common Practices, High Quality Teacher Moves, our Common Practices and Expectations for Math instruction, and our School Wide Walkthrough Tool documents.

Instructional Focus: Elevate the level of thinking, speaking and writing across all subjects and grade levels.

#### Aspiration for 2022-2023 School Year

- Consistently plan and facilitate well-structured lessons that include all high quality elements described in our Clark St. Community School Lesson Plan Expectations.
- Implement intentional opportunities for accountable talk in every lesson to develop students' math comprehension and critical thinking.

#### Strategies for Intentional Instruction

- Implement multiple opportunities for student discourse in each lesson that are anchored in high level questions (based on DOK) and use modeling and ongoing feedback to elevate the level of spoken responses to be accurate and complete.
- Improve writing across all grades by using ongoing, specific feedback (including the use of rubrics) and frequent opportunities for students to write and implement the feedback.
- Develop a robust math workshop model across all classrooms.

#### Measures of Success and Desired Outcomes

- All students across all grades will have these opportunities.
- All students will receive individual feedback on their writing weekly and will have weekly opportunities to apply new learning in new writing assignments.

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- All classrooms K-6 will have developed a well-structured math workshop model that includes opportunities for productive struggle, independent work in centers and small group instruction.

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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, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college and career readiness contractual service provider at our vocational-technical high school.

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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.