



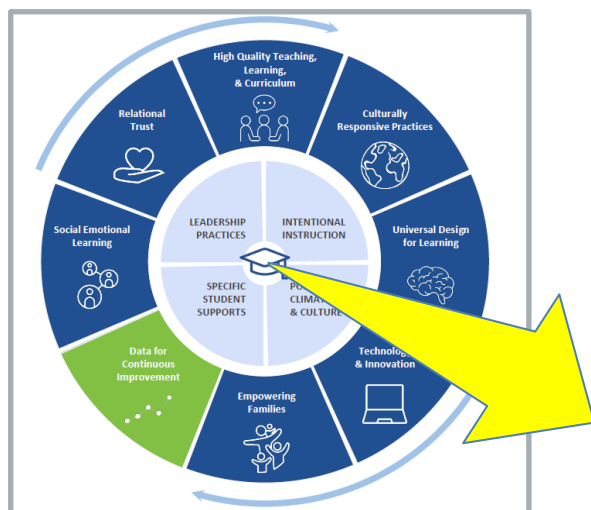
Worcester Public Schools 2022-2023 School Growth Plan

Superintendent Dr. Rachel Monárrez
Principal: Lisa Carignan

Delivering on High Expectations and Outstanding Results for All Students

Columbus Park Preparatory 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.



Columbus Park 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.

Our Vision

Columbus Park Preparatory Academy strives to provide the highest quality instruction to all learners by creating safe, rigorous, engaging, trusting joyful and nurturing environments. It is our vision that all our learners will build strong literacy, math, and STEM. experiences throughout the years at Columbus Park.

Our Mission

It is our mission to embrace the diversity, individual talents, creativity, and the overall joy of learning. We strive to provide learning that will assist all our learners in becoming responsible citizens, problem solvers and life-long learners. It is through a Universal Design framework that will ensure all our learners can access and engage in meaningful, challenging learning experiences throughout the years at Columbus Park.

Columbus Park School 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			
Name	Position	Name	Position
Lisa Carignan	Principal	Michelle Savoie	Grade 3 Teacher
Eric Dion	Vice-Principal	Britt Richardson	Grade 2 Teacher
Christina Brunelle	Focus Instructional Coach	Juli Greaney	Grade 1 Teacher
Catherine Wood Fountoura	Adjustment Counselor	Katelyn Wojonarcwz	Kindergarten Teacher
Rachel Henry	Grade 6 Teacher	Kelly Brimmer	Special Education Teacher
Kati D'Arcy	Grade 5 Teacher	Jeanne Gunning	ESL teacher
Kathy Sebok	Grade 4 Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	9/29/2022	February	2/16/2022
October	10/13/2022 10/27/2022	March	3/30/2023
November	11/22/2022	April	4/27/2022
December	12/15/2022	May	5/18/2023
January	1/26/2023	June	6/1/2022

Columbus Park School Plan to Improve Student Outcomes

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

Columbus Park's priority area is to improve and enrich our core literacy instruction in all grades to increase student reading proficiencies for all students.

Key Data and Rationale for Priority Goal(s)

Our students are not performing at grade level reading proficiency levels. It is our goal to revisit our core reading instruction to examine how students comprehend, respond to text, acquire language to ensure literacy proficiency for all our students.

Columbus Park School Plan to Improve Student Outcomes

LEADERSHIP PRACTICES

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

Our Vision for Leadership Practices

Columbus Park School aims to build a trusting, collaborative team where All stakeholders have a voice in decision making for our school. All leadership teams commit to the work, problem solve the barriers, communicate effectively, and provide & collect ongoing feedback.

Aspiration for 2022-2023 School Year

Starting in Sept. 2022 through June 2023 Our goal is to improve the effectiveness of ILT, SEL, and PLC by creating trusting teams, shared ownership, communication systems, and collaboration.

Strategies for Leadership Practices

ILT: Principal leads the leadership team meeting by meeting monthly or more the team is represented by VP, teachers, sped, ESL and SEL team
PLC: Focus Instructional Coach leads the weekly PLC with grade level team. This includes data rounds with admin, professional development for staff.
SEL Team: VP leads weekly meetings with SAC, wrap, school counselor and a clinician.
Site-Council: Principal lead and meet monthly with parents, community members, admin., teachers and wrap.
Parent Group: Principal leads monthly with parent group and wrap- around coordinator

Measures of Success and Desired Outcomes

Data cycles reflected by ILT, PLC, SEL and grade level meetings
 Shared agendas to target focus \areas for our work.
 Open communication, ongoing feedback,
 problem solving barriers collaborations and planning all happening during planned meeting times
 Community outreach building partnership with families, community members, staff and other stakeholders
 Feedback. plan a collaboration to support and listen to each other

Columbus Park School Plan to Improve Student Outcomes

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

A school wide behavior plan is evident and includes a defined set of behavioral expectations, systems and set of structures for positive behavioral support that are aligned to those expectations.

Aspiration for 2022-2023 School Year

Starting in September 2022 through June 2023 Our goal is to improve and build a shared understanding (e.g. trust) around current behavioral expectations and practices.

Strategies for Positive Climate and Culture

- Principal/VP ensures consistent implementation by all staff members with fidelity to the PBIS model.
- PBIS Team members plan school wide celebrations and activities that are planned to reward students who are consistent role models and reach goals.
- Principal/VP leads weekly meetings with the SEL Team to review behavioral data points. Consistent monitoring and documentation of all efforts and strategies utilized to support the social-emotional needs of identified students, attendance, student and family needs, level of support, and identify services that need to be utilized.
- SAC and Admin. team collaborates with ILT team, attend PLC when needed, build communications systems and build trust with students and staff.
- SAC targets students specific supports to prude Tiered groups for support

Measures of Success and Desired Outcomes

- Consistent implementation by all staff members.

Columbus Park School Plan to Improve Student Outcomes

- Mentor teachers identified who model expectations consistently, allow teachers to observe, and feedback shared.
- School walkthroughs scheduled to monitor classroom management.
- Attendance/tardy tracking system
- Tiered group identified by SAC
- Second-step lessons to help support students (ex. bullying, problem solving)
- Weekly monitoring and review of behavioral data points.
- Social emotional surveys
- PACE coupon system
- PBIS leadership team
- Grade-level rewards systems for students
- “Gum” Amazing Scholars (reward for reaching goals)

Columbus Park School 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

Columbus Park School aims to ensure that all students have targeted student specific focus skills to help support their learning.

Aspiration for 2022-2023 School Year

Starting in September 2022 through June 2023 our goal is to continue to develop and implement processes to facilitate multi-tiered systems of support, through UDL lens, culturally responsive practices by planning with learning intentions and success criteria.

Strategies for Student Specific Supports

- ILT, SEL, ELL, SPED teams in collaboration with school administration will develop systematic best practices for all areas of curriculum (ELA, Math, Science, Social Studies), while incorporating SEL, SPED and ELL strategies and techniques to support and optimize all Tier I and Tier II classroom instruction.
- All teachers will implement a RTI Tracking system, use and update data sheets to use to plan for student specific instruction.
- All teachers and admin will minotaur, study and plan for 5-6 weeks of progress monitoring assessments for ongoing data
- Admin and FIC leads PLC and ILT cycles by reviewing data by setting data rounds
- SAC team and VP will monitor and plan a school-wide attendance and tardy tracking system, to help support student learning
- FIC monitors data sheets and plans PLC around student specific needs

Measures of Success and Desired Outcomes

Using data cycles, RTI systems, and targeted intervention cycles
Based on data analysis procedures, all grade level teams will identify students requiring interventions or acceleration.
Using data, students will be placed in tiered intervention groups and progress will be monitored on an ongoing basis.

Columbus Park School Plan to Improve Student Outcomes

Use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and support.

Data sheets, data round scheduled with grade level teams and ILT

Attendance tracking sheets and reports

Student's surveys

Columbus Park School Plan to Improve Student Outcomes

INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

Columbus Park aims to ensure that all students show growth towards their literacy, math and writing skills.

Aspiration for 2022-2023 School Year

Columbus Park School aims to ensure that all students increase their reading, math and writing proficiency by the end of 2022-2023 school year.

Strategies for Intentional Instruction

- School leadership and members of the Instructional Leadership Team will define a clear instructional focus with shared expectations for instructional best practices.
- School administration will establish clear structures for constructive feedback and support to effectively monitor classroom-based instruction.
- Literacy Focus Group analyzes core literacy instruction to build on our literacy blocks
- ILT and Grade level teams will monitor student data to build on math instruction focusing on number sense which builds upon fact fluency, academic language, word problems and fractions.
- ILT, Grade-level teams, FIC will plan for writing instruction by building on sentence structure, vocabulary and background knowledge
- Teachers will have opportunity for professional learning on writing, literacy, math workshop, ST MATH and UDL framework throughout the year.
- Teachers will build upon their knowledge to consider students' data when lesson planning by working collaboratively with the FIC, ILT and within their grade specific PLCs.

Columbus Park School Plan to Improve Student Outcomes

	<ul style="list-style-type: none"> • Teachers will submit weekly standards-based lesson plans to be reviewed by Principal and Assistant Principal with feedback provided utilizing Google Docs. • Admin will provide ongoing feedback that focuses on learning intentions and success criteria.
Measures of Success and Desired Outcomes	
<ul style="list-style-type: none"> • Reviewing weekly lesson plans with feedback for glows and grows • Walk through tool • Grade level lesson plans • Posted goals and purpose for learning in classrooms • Ask students 'What are you learning' when in rooms? • The focus is on the LEARNING not the TEACHING • Monthly feedback on highlighting practices around the school • Daily, feedback for student specific • Data rounds, • Looking at student work 	

Columbus Park School Plan to Improve Student Outcomes

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.

Columbus Park School Plan to Improve Student Outcomes

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.