Gates Lane 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.

Gates Lane 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.

Gates Lane School provides an instructional program that is driven by engagement, reflection and cultural responsiveness in order to nurture students that are inherently motivated and empowered to apply/share knowledge, skills and tools through communication and collaboration. All students will leave Gates Lane School proficient, advanced or making significant progress towards proficiency in Math, ELA, and Science. All students will leave holding themselves accountable as confident, critical thinkers and in essence, be able to apply their skills and knowledge to their lives beyond the classroom.
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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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Ann Swenson</td>
<td>Principal</td>
<td>Laurie Johnson</td>
<td>Grade 4</td>
</tr>
<tr>
<td>Megan Bourget</td>
<td>Assistant Principal</td>
<td>Kara Lynch</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Roger Nugent</td>
<td>Assistant Principal</td>
<td>Rachel Lahair</td>
<td>Grade 6</td>
</tr>
<tr>
<td>Jen Kadis</td>
<td>SAIL</td>
<td>Kathleen Chaban</td>
<td>ML</td>
</tr>
<tr>
<td>Lindsay Prescott</td>
<td>Kindergarten</td>
<td>Enza Rakic</td>
<td>FIC</td>
</tr>
<tr>
<td>Judy Antonucci</td>
<td>Grade 1</td>
<td>Mary Hedvig</td>
<td>FIC</td>
</tr>
<tr>
<td>Courtney Petry</td>
<td>Grade 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tammy Prentiss</td>
<td>Grade 3</td>
<td></td>
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### School Instructional Leadership Team Meeting Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Month</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>9/9, 9/23</td>
<td>February</td>
<td>2/3, 2/17</td>
</tr>
<tr>
<td>October</td>
<td>10/14, 10/28</td>
<td>March</td>
<td>3/3, 3/17</td>
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<tr>
<td>November</td>
<td>11/18</td>
<td>April</td>
<td>4/14, 4/28</td>
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<tr>
<td>December</td>
<td>12/2, 12/16</td>
<td>May</td>
<td>5/12, 5/26</td>
</tr>
<tr>
<td>January</td>
<td>1/6, 1/20</td>
<td>June</td>
<td>6/9</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. 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

To improve the quality and delivery of standards-based and culturally relevant instruction to all learners, with an emphasis on Math in every domain. Our goal is to increase our school-wide proficiency from 28.4% to 50% using the state benchmark.

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

**Key Data:**
- According to the 2022 Math MCAS, we scored below the state in every reporting category for every tested grade.
- According to the Fall 2022 STAR assessment, our STAR Math school-wide proficiency is 52.9% compared to the District benchmark and 28.4% compared to the State benchmark.
- According to an ST Math Quiz Growth Analysis report, students in Grades 2-6 scored above the average effect size (.25) on 35 of the 50 objectives for which pre and post quizzes have been completed as of 11/28. Each grade level overall has also scored above the average effect size. In addition, students have scored an average of 12 percentage points higher from pre quiz to post quiz, (an average effect size of .47).

**Rationale:**
- Students aren't proficient in grade level Math standards, so we are redesigning our Math instruction across all grade levels to incorporate a Math Workshop model that includes small group instruction and standards-based, hands-on collaborative centers.
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<table>
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<tr>
<th>LEADERSHIP PRACTICES</th>
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<tbody>
<tr>
<td>The school has established a community of practice through leadership, shared responsibility, and professional collaboration.</td>
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### Our Vision for Leadership Practices

Our active and well-represented leadership team will continue to meet regularly and provide or expand opportunities for ILT members to take shared ownership in and responsibility for communicating building-level decisions and collaborating with colleagues to implement these decisions toward the goal of improving student achievement. We will continue our practice of holding weekly PLC and/or grade level meetings to provide a forum for more targeted collaboration based on building decisions and initiatives developed during ILT meetings. All school teams will regularly use data to inform the effectiveness of building initiatives and to drive instruction.

### Aspiration for 2022-2023 School Year

To continue to hold regular ILT and PLC/grade level meetings and be more consistent about utilizing data to monitor implementation and effectiveness of building initiatives.

### Strategies for Leadership Practices

- Promote a higher-functioning ILT
- More focused PLC meetings through greater collaboration on grade-level and discipline best practices
- Promote more effective use of data to inform decisions and drive instruction

### Measures of Success and Desired Outcomes

- Meeting minutes reflect specific decisions and agreement on school best practices
- Agendas and minutes reflect specific goals for each meeting as well as next steps to meet those goals and feedback on ultimate effectiveness.
- Agendas and minutes reflect the use of specific sources of data to support current needs and next steps.
## Gates Lane 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

Gates Lane has a healthy and positive school culture where students experience supportive learning environments and opportunities that help them learn and thrive. Equally as important, teachers feel supported, respected, and valued in a professional environment.

### Aspiration for 2022-2023 School Year

| Our focus this year will be on celebrating student learning accomplishments consistently, as well as fostering a positive and collaborative culture among staff in order to maintain strong relationships. |

### Strategies for Positive Climate and Culture

- Solicit ideas from staff to improve collegiality
- In our weekly PLC meetings, we are working to create a positive collaborative culture where teachers take risks, share ideas, and give each other feedback.
- Consistently celebrate student learning accomplishments.

### Measures of Success and Desired Outcomes

- Data collected through a climate and culture survey
- Common standards-based alignment documents and unit plans.
- Increased collaboration among grade- level and discipline-specific teachers
- Students meeting/exceeding average percent progress in ST Math
- Students meeting/exceeding the expected number of units gained in Lexia
# Gates Lane 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.*

<table>
<thead>
<tr>
<th>Our Vision for Student Specific Supports</th>
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<tbody>
<tr>
<td>We have a robust MTSS that identifies students in need of academic, social emotional, and other areas for support through a team structure. This identification process leads to timely support and interventions for students, and is followed up by consistent progress monitoring to inform the continued need for interventions.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Aspiration for 2022-2023 School Year</th>
<th>Strategies for Student Specific Supports</th>
</tr>
</thead>
</table>
| Our focus this year will be on accurately identifying student needs and applying appropriate interventions. | ● Identify student needs and monitor progress  
● Consistently provide appropriate supporting data at SSPs  
● Implement recommended interventions |

## Measures of Success and Desired Outcomes

- Fewer SSPs and referrals  
- STAR data  
- BAS data  
- Lexia  
- ST Math  
- Through analysis of appropriate supporting data such as BAS level, ST Math progress, Lexia units gained, and teacher formative and summative data, provide interventions that better support students’ needs.  
- Formative and summative data will identify that fewer interventions are needed.
Gates Lane 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

_Gates Lane provides an instructional program that is engaging, reflective, and culturally responsive._

<table>
<thead>
<tr>
<th>Aspiration for 2022-2023 School Year</th>
<th>Strategies for Intentional Instruction</th>
</tr>
</thead>
</table>
| Facilitate engaging learning experiences based on student needs. | ✪ Implement Math Workshop Model into daily instruction  
                                                                  ✪ Flexible guided math groups based on formative assessments |

Measures of Success and Desired Outcomes

- More students meeting District Growth Percentile expectations on STAR Math
- Regular progress monitoring
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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.

2022-2023 School Growth Plan to Improve Student Outcomes
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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.