



Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal:

Delivering on High Expectations and Outstanding Results for All Students

Gerald Creamer Center's 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.



Gerald Creamer Center's 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 the Gerald Creamer Center is to re-engage, motivate, and teach ALL students to incorporate critical thinking, problem-solving, and real world applications of educational concepts through a challenging curriculum and opportunities for inquiry.

Through these practices, students will acquire skills needed to be college and career ready, as well as productive members of society. To ground this vision in data, we will utilize a variety of available data points including Panorama surveys to assess social/emotional needs as well as a monthly advisory assessment. For academic purposes, we will use MCAS data, ACCESS data, attendance summaries, teacher observations and classroom assessments.

To keep stakeholders engaged and informed, we will utilize the WooEdu announcement

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tool available to caregivers in the Family Portal in addition to two-way communication conducted daily between staff and caregivers.

We succeed when all our students and graduates are . . .

- able to transfer their prior learning to new demands, in and out of school
- able to engage academically, emotionally, and socially
- able to take ownership for their academic, emotional, and social growth and success
- critical thinkers and effective problem solvers
- fully prepared for their next educational and career challenges
- acting out of a strong sense of personal, social and civic responsibility

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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
Taylor Nunez	English Teacher	Kelly Deneault	School Adjustment Counselor
Christine Walsh	English Teacher		
Christine Sawyer	Assessment Specialist		
Scott Moriarty	Science Teacher		
Alisa Villarreal	Science Teacher		
Sheila Witt	Math Teacher		
Andrew Maxwell	Social Studies Teacher		
Katherine Maloney	Guidance Counselor		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	-	February	February 6,2023
October	October 7, 2022	March	March 6,2023
November	November 7,2022	April	April 3,2023
December	December 5,2022	May	May 1,2023
January	January 9,2023	June	June 5,2023
		<i>Summer Planning Session</i>	<i>if applicable</i>

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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 priority 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

In order to increase the level of achievement by ELL students in the development of content and language proficiency of the content areas, staff members will develop a system for students to monitor their practice that includes a student self assessment, a teacher assessment of student progress, and monthly check-ins. Staff members will assess achievement of this goal through progress checks that would compare changes in independent practice to changes in performance on interim assessments. The student and teacher assessments of independent practice should reach common levels by June 10th with corresponding changes in student performance on end-of-unit common assessments.

Key Data and Rationale for Priority Goal(s)

- ACCESS testing scores
- MCAS testing data
- Panorama surveys/data
- Attendance data
- Classroom observation and assessments (summative and formative)
- Engage in the frequent review of data (pre/post assessments)
- PLATO accucess
- Student goal-setting

Using these key datasets will allow for staff and students to plan and adjust targeted instruction to support all learners. The rationale is to align all content areas and staff members towards student success.

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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

The Gerald Creamer Center will foster and provide opportunities for cross-curricular sharing of best practices to support disciplinary literacy and writing/communication skills for all learners. Staff members will be given increased opportunities to meet and engage in the collaborative data cycle, in addition to staff collaborative meetings to discuss student goal progress, adjustments and ideas.

Aspiration for 2022-2023 School Year

- Have in place and adhere to a schedule for staff collaboration opportunities
- As a result of professional collaboration, students will maximize success in the classroom and beyond
- A platform for the inclusion of student voices in the school community
- Student-driven college and/or career preparedness plan post graduation

Strategies for Leadership Practices

- Create a schedule that fosters opportunities for staff collaboration creating a cohesive staff
- Create a schedule that allows inclusion teachers, SPED teachers, administration, and additional support staff to meet
- Create a biweekly principal's cabinet to meet and discuss a variety of relevant topics and student-centered concerns

Measures of Success and Desired Outcomes

- Attendance of staff collaboration meetings
- Attendance of biweekly principal's cabinet
- Classroom performance improvement
- WooEdu data
- Student surveys denoting post-graduation plan
- All stakeholders' voices are included in the improvements and adjustments of the Gerald Creamer Center Program

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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

- *We believe students should experience learning in a safe, respectful and welcoming learning environment. **Therefore, we commit to providing our students with a learning environment that is inclusive, accepting, structured, and well-designed.***
- *We believe students should understand that academic, emotional, and social growth throughout life will allow them to become productive members of society and lifelong learners. **Therefore, we commit to offering support systems and diverse wrap-around services that enable students to transfer lessons learned in school to all aspects of their lives.***
- *We believe students should be equipped with the skills necessary to successfully transition into college, the workforce, or the military. **Therefore, we commit to providing information, strategies and rigorous educational tools that will allow students to reach their full potential beyond high school.***
- *We believe that a positive school environment is inclusive of staff members' and student voices in the improvements and adjustments of the school culture. **Therefore, we commit to offering opportunities for collaboration and discussion on a regular, organized basis.***

Aspiration for 2022-2023 School Year

- An inclusive, accepting, structured and well-designed learning environment
- Supportive systems and diverse wrap-around services
- Informed and implemented strategies and rigorous educational tools that allow students to reach full potential beyond high school
- Scheduled opportunities for collaboration and discussion with all stakeholders - staff, support staff and students

Strategies for Positive Climate and Culture

- Developing advisories to foster student relationships, allowing opportunities to address student needs and create personal rapports between staff and students
- Utilize school adjustment counselors and targeted outside services

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Measures of Success and Desired Outcomes

- Regularly attended advisory periods
- Increased student attendance
- Improved academic performance
- Daily student check ins
- Panorama survey data

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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

By utilizing a variety of school designed routines (daily check-ins, weekly advisory periods) and data (MCAS, ACCESS, Panorama, attendance, classroom summative and formative assessments), student needs will be identified, and resolutions assessed and implemented.

Aspiration for 2022-2023 School Year

- Increased collaboration between content instructors and support staff
- Targeted instruction to support all learners
- Increased multi-tiered supports and interventions to engage students

Strategies for Student Specific Supports

- Improve capacity for ELL and SPED teachers to collaborate with classroom staff
- Engage in the frequent review of data (pre/post assessments) to plan and adjust targeted instruction to support all learners
- Integrate additional multi-tiered supports and interventions to engage students and provide multiple means representation and expression

Measures of Success and Desired Outcomes

- Regularly attended advisory periods
- Increased student attendance
- Improved academic performance
- Increased student ACCESS test scores
- Increased student MCAS scores
- Collaborative 504 and IEP team meetings

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INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

Based on data points (MCAS scores, ACCESS testing results, attendance and classroom summative and formative assessments), we will develop student-driven supports based on individual student needs.

Aspiration for 2022-2023 School Year

- Frequent collaboration amongst teachers, students and caregivers
- Develop schoolwide focused lessons targeting multilingual learners
- Developed credit buy back program
- Develop cohesive and inclusive instruction with UDL and SEI strategies

Strategies for Intentional Instruction

- Continue to engage in frequent opportunities to collaborate with teachers, students, and caregivers and collect feedback from faculty, students, and caregivers regarding the impact of programs (like advisory periods)
- Increase opportunities for multiple means of student engagement in both academic courses and outside opportunities (such as Early College High program)
- Provide credit recovery platforms through the use of PLATO
- Utilize information from the Office of Research and Accountability to track data and make informed instructional decisions (such as item analysis reports)

Measures of Success and Desired Outcomes

- Improved academic performance
- Improved classroom behavior

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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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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.

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.