Worcester Public Schools
2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez

Principal: Michelle Gabrielian

Delivering on High Expectations and Outstanding Results for All Students

Lincoln Street 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.

Lincoln Street 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.

Lincoln Street School embraces, and is committed to, the culture of achievement with the highest of expectations for all learners by maintaining a learning environment that motivates, empowers and educates all learners every day. Lincoln Street School endeavors to create a safe, adaptable environment where learners are nurtured, motivated, and challenged, propelling them forward in a continual growth trajectory.

Lincoln Street 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**
Michelle Gabrielian	Principal	Alexis Iijima	Multi- Lingual Educator
Matthew Heenan	Assistant Principal	Leslie Nealon	Special Education Teacher
Emily Plante	Focused Instructional Coach		
Mily Feagans	School Adjustment Counselor		
Deborah Carvalho	School Psychologist		
Quenia Batista	Wrap Around Zone Coordinator		
Julia Crumrine	Teacher		
Patricia O'Leary	Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	**Dates**	**Month**	**Dates**
September	9/21/22	February	2/15/23
October	10/19/22	March	3/15/23
November	11/16/2022	April	4/12/2023
December	12/14/22	May	5/17/2023
January	1/18/23	June	6/6/2023

2022-2023 School Growth Plan to Improve Student Outcomes

Lincoln Street 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 priori 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

We put teaming structures in place last year and our students have made some gains (cite MCAS and STAR data) and in 2022-23, we must increase application of universal design for learning (UDL) strategies in order to address outliers in the data whose progress remains insufficient despite tiered instructional interventions. A deep dive into UDL during professional learning opportunities will support LSS staff in our work to meet the needs of varied learners.
Students will improve their mathematical performance in answering open responses and short answers.

Key Data and Rationale for Priority Goal(s)

- Focus on high-needs and students not meeting expectations through tier 2 and tier 3 practices.
  Reasoning: Targeted interventions will ensure that all students have equitable, meaningful, and effective access to the curriculum on grade level to ensure success.

- Identify the math standards students are struggling in to incorporate small, targeted flexible groupings to ensure mastery
  Reasoning: Due to the complexity of the math curriculum and grade level math language, we would like to ensure that students have repeated exposure.

- Share math data and short answer responses to vertically align math content
  Reasoning: Build shared language around best practices so students do not have to adjust from year to year learning new math language.

Lincoln Street 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

- To promote a positive school climate, atmosphere, and tone, that in turn influences high achievement for all learners.
- Instill the highest of expectations, positive values, trusting relationships, and effective teaching and learning experiences for all learners and staff.
- Continue to work with our TEAM approach to lead our community of practice by building shared responsibility and professional collaboration among all staff.
- Facilitate the teachers and leadership team to monitor data and assess the implementation of key improvement strategies.
- Continue to provide students access to high-quality instruction across all classrooms.
- Encourage staff to use evidence-based teaching strategies and regularly adjust and adapt according to student need.

Aspiration for 2022-2023 School Year	Strategies for Leadership Practices
- Build upon our monitoring system to make it more systematic using multiple measures of student learning. - Continue to use and build upon the data to target outreach and interventions for students needing support. - Closely monitor the focused work of fluid intervention groups across all grade levels. - Continue to closely monitor planning and instruction so staff can provide the best opportunities and experiences to all learners.	- To improve our building based teams we have designed documents that store meeting minutes - incentives - committee members, and any other pertinent information needed for staff to access at all times. - Professional Learning Communities - Content Teams - Climate, Culture, and Belonging

Measures of Success and Desired Outcomes

Lincoln Street School Plan to Improve Student Outcomes

- Committee spreadsheet with running notes, ledgers, and updates will be monitored throughout the year to track the implementation and success of goals set by each building based team (improvement of professional culture, PBIS, family and community engagement events, RTI etc.)

- PLC schedule and agenda designed for clear, concise, and attainable goals and norms. Note Taking and designated outcomes to be established and followed through at every PLC.

- Next Steps established and implemented.

- Teachers reporting out on student work, practices of success and need for improvements.

- Agenda focusing on student needs, teacher concerns, instructional practices.

Lincoln Street 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

- To promote a positive school climate, atmosphere, and tone, that in turn influences high achievement for all learners.
- Instill the highest of expectations, positive values, trusting relationships, and effective teaching and learning experiences for all learners and staff.
- Continue to work with our TEAM approach to lead our community of practice by building shared responsibility and professional collaboration among all staff.
- Facilitate the teachers and leadership team to monitor data and assess the implementation of key improvement strategies.
- Continue to provide students access to high-quality instruction across all classrooms.
- Encourage staff to use evidence-based teaching strategies and regularly adjust and adapt according to student need.
- Meaningful professional learning opportunities for teachers and staff to adjust and expand knowledge in pedagogy and practice
- Creating a healthy physical social emotional environment for students, staff, families, caregivers, and community members.
- School's core values (kindness, respect, responsibility, and readiness for learning) are threaded into daily messaging in morning announcements, throughout curriculum and SEL learning opportunities, and aligned with PBIS expectations.

Aspiration for 2022-2023 School Year	Strategies for Positive Climate and Culture
- Positive school culture is supported when there's a shared sense of oneness and belonging. - A physically secure, emotionally, socially, and intellectually safe school creates a positive learning community.	- All staff are consistently messaging core values and behavioral expectations through the application of the PBIS matrix. - Student voice is accessed through practices including conferencing, exit tickets, surveying, teacher and student

Lincoln Street School Plan to Improve Student Outcomes

- Creating fun and positive experiences for staff, families, and students.

- Instilling a schoolwide Growth Mindset and positive language that encourages staff and students to start speaking positively.

- Align standards- and curriculum-based opportunities for family/caregiver, and community member engagement

- (Fall Festival, Holiday/Winter School Wide Event)

- Enforcing school rules, routines, regulations and disciplinary measures. Children behave more positively when they understand that there are consequences for their behaviors.

reflection, and formal and informal assessment. Data from these practices drive instructional planning during common planning time (CPT) built weekly into the school's master schedule.

- Accessible instruction is provided through teaming structures including Tier 2 and Tier 3 teams. Increasing accessibility scaffolds and supports student well-being by establishing a learning environment where students can experience success and build momentum behaviorally, academically, and socially. OSEL staff consult weekly with other teams (Tier 2, Tier 3, and ILT) and maintain working documentation of student needs and effective interventions. Teams are proactive by reflecting through a UDL lens, and considering potential future barriers and brainstorming solutions.

Measures of Success and Desired Outcomes

- PBIS Committee creates student incentives and ensures schoolwide positive behavioral interventions and supports such as student of the month, peace train nominations and attendance incentives.

- Student voice is accessed through continual use of surveys and "polls" embedded into Google platforms. Post-assessment conferencing allows students to understand their current performance levels, reflect, and plan for change and growth. Student feedback, strengths, and weaknesses identified in the data are reviewed at CPT, and group or student-specific scaffolds are built into the instructional plan,

- Success of tiered interventions is measured by formal and informal assessments including BAS and STAR CBM progress monitoring to monitor academics, and attendance, and PBIS data.

Lincoln Street 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

Multi Tiered Systems of Support (MTSS) (academic/behavioral/social-emotional). Leaders and teachers understand and use systems with criteria and protocols for identifying students for interventions and enrichment. Students are assigned to interventions through SSP, RTI, ELL requirements, and IEPs. Staff members identify students in need of additional assistance through the use of formative assessment administration and instructional coach assigns tutors to classrooms as intervention support; teachers monitor student progress of interventions and supports; administrators meet quarterly with all teachers to review and monitor student data.

Academic interventions for English Language Learners (ELL). ELLs are given appropriate daily services as directed by DOJ guidelines through either a self-contained model. All teachers incorporate ELL strategies in their classroom and have language objectives aligned with their lesson plans

Determining Schoolwide Student Supports (academic interventions and enrichment) student academic performance is reviewed regularly throughout the school year to monitor progress and to identify emerging needs; PBIS team meets BI-monthly to review needs of students.
Tier 2 and 3 meetings with administrators, specialists (school psychologist and adjustment counselor), TMSNs for collaboration.

Aspiration for 2022-2023 School Year	Strategies for Student Specific Supports
- Tier 1 -This is the key component of tiered instruction given by the classroom teacher. All students receive this instruction with evidence based core standard curriculum. Tier one is closely aligned with the Massachusetts State Standards. - Tier 2 - This Tier is made up of Principal, FIC, SpEd teachers, ELL Teachers, Interventionist. We offer this LLI Intervention to students that are falling behind and are struggling in the core instruction of the classroom. Leveled Literacy Interventions	- Teachers will participate in bi-monthly PLC's to review data and discuss adjustments to student learning. - Tiered 2 and Tier 3 teams will meet bi-weekly to ensure that interventions are explicit, high-quality and are matched to students' skill based need.

specifically targets small groups of students five times a week 45 minutes a day.

- The Tier 2 team monitors the progress of students in this intervention and makes fluid changes per growth.

- Tier 3 - Tier 3 is more intensive intervention offered to students for whom support in tiers 1 and 2 was insufficient. This tier is made up of principal, assistant principal, FIC, adjustment counselor, school psychologist, and WAC. Instruction in tier 3 must be targeted to the underlying difficulty(s) impacting the students' progress in literacy.

- Ongoing tracking of student performance is critical in tier 3.

- If students still experience difficulty after receiving high-quality core instruction and targeted tier 2 support, they may be evaluated for possible special education services, but tier 3 is not synonymous with special education.

- Examples of Tier 3 interventions might include: individual counseling, a Functional Behavioral Assessment, and Individual Behavior Support Plan, family counseling or individual counseling.

Measures of Success and Desired Outcomes

- Review of tiered systems for academic and behavior supports through MTSS, PBIS and RTI

- Monitor ELL schedules and student success; general ed. and ML teachers engage in CPT to ensure students are accessing material in general education setting

- Modify ELL schedules to meet requirements set forth by DOJ

- Accurately identify SWD through the SSP process

Lincoln Street School Plan to Improve Student Outcomes

- Review of master schedule to ensure opportunities for intervention are maximized

- Review data

- Tier 2 and Tier 3 Team meetings bi-weekly with an ongoing document that is updated for staff to drive3 their instructional practices towards.

Lincoln Street 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

Instructional schedules include uninterrupted blocks of schoolwide learning time.

Content instruction and instructional support staff are coordinated or systematically organized and aligned across grade levels and content areas. Continued work toward vertical alignment and core instructional practices including Do-Now activities that utilize aspects of the ELA and Math curriculum, and lesson planning through the lens of universal design for learning.

Aspiration for 2022-2023 School Year	Strategies for Intentional Instruction
- Review of Tier 2 Schedule - Review of Master Schedule time blocks, modifications as necessary. - Review school-wide assessment data, classroom data tracking, drive instructions and interventions through data dives. - Classroom walkthroughs with timely, intentional feedback for all teachers.	- Assessment data shall drive instruction and universal design. - Data and student work are continually analyzed to identify needs and flexible instructional and intervention grouping. - Integration of culturally responsive teaching to support and facilitate multilingual learners across content areas

Measures of Success and Desired Outcomes

- Outcomes of MCAS, STAR, BAS, enVision, ST Math, informal teacher assessment, curriculum-based measures
- Classroom data
- Curriculum based measures
- Lesson plans

2022-2023 School Growth Plan to Improve Student Outcomes

Lincoln Street 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.

Lincoln Street 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.