



# Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez  
Principal: Kathy Martinelli

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

## Nelson Place Elementary 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.



### Nelson Place Elementary 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.*

At Nelson Place School, our vision is to foster a community of learners who can successfully navigate their own intellectual, emotional, and physical development. We aim to educate all students to the highest levels of academic achievement, enable them to expand their potential, and to effectively prepare them to become productive, responsible, and compassionate members of society.

## Nelson Place Elementary 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
Kathy Martinelli	Principal	Lindsay Tivnan	SAIL teacher
Maureen McDermott	Assistant Principal		
Cindy Homan	Assistant Principal		
Nicole Moisan	Focused Instructional Coach		
Heather Coughlin	Special Education		
Rachel Cammusso	English Language Learner teacher		
Elizabeth O'Connell	First grade teacher		
Maureen Tivnan	Fourth grade teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	15,29	February	9
October	13,27	March	16,30
November	17	April	13
December	1,15	May	11,25
January	12, 26	June	8
		<i>Summer Planning Session</i>	<i>if applicable</i>

## Nelson Place Elementary 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 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

All students identified as multilingual learners, will demonstrate growth towards attaining English language proficiency and all students will increase achievement levels in the areas of English Language Arts, Mathematics, and Science.

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

~Data results from 2019 MCAS demonstrate that 46.4 percent of our multilingual learners were demonstrating growth towards attaining English language proficiency.

~Data results from 2022 MCAS show a decline in the number of students demonstrating growth towards English language proficiency; 37.2 percent.

~Although growth was demonstrated in all assessment areas on MCAS, our achievement levels slightly declined from 2019.

Our overall scaled score for all students in the area of ELA declined from 498.8 in 2019 to 490.5 in 2022.

Our overall scaled score for all students in the area of Math declined from 500.9 in 2019 to 496.6 in 2022.

Our overall scaled score for all students in the area of Science declined from 501.1 in 2019 to 498.2 in 2022.

~A specific focus area is identified in the literacy domain. There is a school level need to enhance best practices for teaching literacy, specifically with our multilingual learners.

~In reviewing current results from STAR assessments, many students that demonstrated a decline in achievement in both reading and math are also identified as needing intervention in the area of reading. Our hypothesis in reviewing our achievement decline, is that students struggled to accurately comprehend the content of the assessment which hindered overall performance.

## Nelson Place Elementary 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

Our leadership team aims to develop and implement a clear system of distributive leadership structures and systematic teams that are committed to assume shared responsibility for improving student achievement. School leadership and members of the Instructional Leadership Team will intentionally focus on pursuing excellence through deliberate monitoring of specific instructional practices. This team will also monitor and assess the implementation and impact of key improvement strategies, classroom instructional practices, and non-academic supports in student achievement.

#### Aspiration for 2022-2023 School Year

To improve the effectiveness of the Instructional Leadership Team and Professional Learning Communities by clearly defining their respective purposes and focus, how they will collaborate, and by ensuring appropriate participation and support.

#### Strategies for Leadership Practices

- ~Build a culture of shared commitment and support.
- ~Ensure the implementation of a high functioning Instructional Leadership Team
- ~Clearly define the importance of high expectations for all

#### Measures of Success and Desired Outcomes

- ~Clearly defined goals will be measured through formative feedback.
- ~Teacher Surveys to review effectiveness of scheduled meetings.
- ~Review of attendance, calendar, agendas, and meeting minutes to review the structured meetings and assess the effectiveness of outcomes.

## Nelson Place Elementary 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

Our school's climate and culture is designed to support a safe, supportive, and positive learning community in which all students and staff can experience a sense of belonging, build strong relationships, and fully engage in both academic and social-emotional learning in an environment where all members are treated equally and all achievements are celebrated.

#### Aspiration for 2022-2023 School Year

Develop a sense of belonging and connectedness for all members of our school community.

#### Strategies for Positive Climate and Culture

~Structure social-emotional supports for all students and staff

~Create a schoolwide Positive Behavior System

~Monitor attendance and behavioral data

#### Measures of Success and Desired Outcomes

~Review database developed by SEL PLC Team

~Monthly data collection from WooEdu

~Weekly review of attendance/behavior data

## Nelson Place Elementary 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

To develop a system that provides small group instruction utilizing a Response to Intervention model which identifies students in need of academic, social emotional, and other areas for support through a team structure. We will implement the district protocols and provide timely support to students as they need it so all are supported.

#### Aspiration for 2022-2023 School Year

To provide targeted small group instruction for all struggling learners to support both academic and social emotional needs.

#### Strategies for Student Specific Supports

- ~Analyze Student Data during PLCs and six week data cycles.
- ~Develop Targeted and Aligned Interventions while monitoring outcomes.
- ~Develop Progress Monitoring System to support students' learning.

#### Measures of Success and Desired Outcomes

- ~Review of STAR Data
- ~LLI data, running records, skill groups
- ~Progress Monitoring Tools

## Nelson Place Elementary 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

To develop effective instructional practices specific to the needs of our Multilingual Learners with a specific focus in the literacy domain. Teachers will design a clear instructional map of standards based curriculum focusing on the implementation of measures to ensure student success and positive outcomes in literacy.

#### Aspiration for 2022-2023 School Year

Teachers will design and implement engaging learning experiences that align with best practices in literacy instruction and varying levels of intervention.

#### Strategies for Intentional Instruction

~Implementation of core/scaffolded instruction with a focus on lesson planning and differentiation.

~Strategic use of STAR data to make data informed decisions.

~Feedback given for instructional planning and common assessments.

#### Measures of Success and Desired Outcomes

~Lesson plan review and feedback

~Review of Progress Monitoring Tools

~Common Assessments

# Nelson Place Elementary 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.



## Nelson Place Elementary 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.