Norback Ave 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.

Norback Ave 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.

We will design an instructional program that is driven by engagement and collaboration in order to empower students to apply and share their knowledge, skills and tools with each other. All of our students will leave Norback proficient, advanced or making significant progress towards proficiency in Math. All students will leave as creative, critical math thinkers who are competent in number sense, fluency and problem solving. Students will be able to apply their skills and knowledge and be comfortable with productive struggle with mathematical ideas.
Norrback Ave 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Name</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christina Troiano</td>
<td>Principal</td>
<td>Rebecca Lemoine</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Elizabeth Dunn</td>
<td>Focused Instructional Coach</td>
<td>Joanne Milewski</td>
<td>Focused Instructional Coach</td>
</tr>
<tr>
<td>Paula Early</td>
<td>Kindergarten Teacher</td>
<td>Katherine Curini</td>
<td>First Grade Teacher</td>
</tr>
<tr>
<td>Trini Gomez</td>
<td>Second Grade Teacher</td>
<td>Sandra Monopoli</td>
<td>Third Grade Teacher</td>
</tr>
<tr>
<td>Erin Considine</td>
<td>Fourth Grade Teacher</td>
<td>Mary DiTerlizzi</td>
<td>Fifth Grade Teacher</td>
</tr>
<tr>
<td>Shelby Jankins</td>
<td>Sixth Grade Teacher</td>
<td>Karyn Jordan</td>
<td>Primary LAB Teacher</td>
</tr>
<tr>
<td>Cindy Malnicof</td>
<td>Multilingual Teacher</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### 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>19</td>
<td>February</td>
<td>13, 28</td>
</tr>
<tr>
<td>October</td>
<td>17, 31</td>
<td>March</td>
<td>13, 27</td>
</tr>
<tr>
<td>November</td>
<td>14, 28</td>
<td>April</td>
<td>10, 24</td>
</tr>
<tr>
<td>December</td>
<td>5, 12</td>
<td>May</td>
<td>8, 22</td>
</tr>
<tr>
<td>January</td>
<td>9, 30</td>
<td>June</td>
<td>5, 12</td>
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*Summer Planning Session* if applicable

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2022-2023 School Growth 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

Norrback will increase mathematical proficiency in all grade levels.
Priority #1 - We will address math proficiency by increasing the percentage of students who are Meeting/Exceeding Expectations and reducing the number of students who are Partially Meeting/Not Meeting Expectations as measured by STAR and MCAS.
Priority #2 - We will address math instruction as measured by grade level common assessments.

Key Data and Rationale for Priority Goal(s)

Across our math academic data we identified lessons and classroom math instructional practices are inconsistent across grades and often within the same grade. There are inconsistencies in teachers’ practices specifically around academic language, modeling, and in how students are guided to make sense of math problems. Issues appear most acute in how students learn Numbers & Operations in Base Ten and Operations and Algebraic Thinking.

- MCAS Constructed Response was a weakness across grades 3 - 6
- Numbers & Operations in Base Ten and Operations and Algebraic Thinking were two strands that should be target areas for growth
- ML and SpEd students in grades 3 - 6 did not make significant progress

According to EOY STAR results, we decreased the percentage of students who were below benchmark (-7) and we increased the percentage of students who performed at/above benchmark (+8).
Norrback Ave 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**

Norrback’s leadership team represents all content areas, grade levels, and specialized programs and meets regularly. The Instructional Leadership Team and Professional Learning Communities share the same goal and focus on improving instruction and learning. All ideas are shared and valued. There is an atmosphere of trust and understanding of collective efficacy. Information flows between the ILT team and staff. Decisions and strategies regarding instruction are implemented, data is reviewed by all stakeholders, and next steps are planned.

**Aspiration for 2022-2023 School Year**

- To create structured teams that meet regularly and use consistent practices and data that result in planned actions to support students.

**Strategies for Leadership Practices**

- Build a culture of shared commitment and support
- High-Functioning ILT
- Teacher PLC meetings are focused on data and next steps

**Measures of Success and Desired Outcomes**

- Teacher surveys completed anonymously
- Decisions made at the ILT impact classroom instruction
- Meeting minutes, action steps are recorded and implemented
- Meeting minutes reflect clear decisions and next steps
# Norrback Ave 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

Norrback has a climate and culture that ensures all students, staff, and families are welcomed, accepted, and nurtured. All stakeholders understand and have a voice in expectations, both academically, social-emotionally, and behaviorally. There is a seamless connection between school and home so that students become independent, self-motivated, contributing members of the community.

<table>
<thead>
<tr>
<th>Aspiration for 2022-2023 School Year</th>
<th>Strategies for Positive Climate and Culture</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will focus on creating and building positive family interactions and relationships.</td>
<td>• Attendance Team to connect with families and resolve obstacles (AIM).</td>
</tr>
<tr>
<td></td>
<td>• Increased communication with families</td>
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<tr>
<td></td>
<td>• Expand student voice and decision making</td>
</tr>
</tbody>
</table>

### Measures of Success and Desired Outcomes

- Reduction of chronic absences
- Bi-weekly SEL meetings
- Reduction of student identified on the communication log
- Attendance at PTO and school wide academic family nights
  - Attendance at monthly Site Council/PTO Meetings
  - Schoolwide and classroom newsletters
- Functioning student advisory committee
## Norrback Ave 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 will have a strong MTSS that identifies students in need of academic, social emotional, and other areas for support through a team structure. We will implement district protocols and provide timely support to students as they need it so all are supported.</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>
| We will focus on our system for identifying student needs and monitoring progress. | • Identify student needs and monitor progress  
• Focused instruction for identified “cusp” students.  
• Increase student familiarity with ACCESS test questions and format. |

### Measures of Success and Desired Outcomes

- Fewer students identified as “partially meeting” and “not meeting” in STAR  
  - Fewer SSPs and referrals  
- Use of data to identify/monitor students  
- Targeted small group instruction  
- ACCESS test results  
- Collecting baseline data on ACCESS questions
### Norrback Ave 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

Norrback students’ will have strong number sense, fluency, and the ability to problem solve. Teachers will utilize the math workshop model to engage all learners in rich mathematical discussions and create time for students to struggle productively with mathematical ideas.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Aspiration for 2022-2023 School Year</th>
<th>Strategies for Intentional Instruction</th>
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</thead>
</table>
| By the end of the year, grade level teams will institute the math workshop instructional framework with fidelity, which will result in continuity of instruction across the school. | • Share and analyze math data at ILT and PLCs  
• Provide yearlong professional development, followed by common planning time with clear focus on the implementation of Math Workshop  
• Implementation of Math Workshop in all classrooms. |

### Measures of Success and Desired Outcomes

- Teacher observations and classroom walkthroughs
- Evidence such as student work, lesson plans, and PLC agendas
Norrback Ave 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.
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.