Quinsigamond 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.

Quinsigamond 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.

Quinsigamond School empowers all students to embrace learning, achieve their personal best and build their emotional, social, academic, and physical well-being in order to access all possible future opportunities.
Quinsigamond 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.

<table>
<thead>
<tr>
<th>School Instructional Leadership Team Members</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Lauren Racca</td>
</tr>
<tr>
<td>Brynn Allarie</td>
</tr>
<tr>
<td>Susan Teixeira</td>
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<tr>
<td>Maureen Looney</td>
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<tr>
<td>Cat Chviruk</td>
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<tr>
<td>Jackie Connor</td>
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<tr>
<td>John Donahue</td>
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<tr>
<td>Chandra Ferraro</td>
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<thead>
<tr>
<th>School Instructional Leadership Team Meeting Schedule</th>
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<tbody>
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<td>Month</td>
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<td>September</td>
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<td>November</td>
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<td>December</td>
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<td>January</td>
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2022-2023 School Growth Plan to Improve Student Outcomes
# Quinsigamond 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

Quinsigamond School will substantially improve ELA proficiency for all students by identifying and implementing research based and UDL strategies into all of our instructional practices.

Quinsigamond School will engage in and increase our co-teaching practices for both multi language learners and students with disabilities to support student learning.

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

- **Current MCAS ELA proficiency is 17% which is 13% lower than it was in 2019.**
  - Narrow the gap of average composite scaled score between all students at 481.7 and students with disabilities at 467.
- **Our STAR ELA BOY data was 10.1% below the district average of 34.5% at 24.4%.**
- **We did not meet our ACCESS target of 50% - our overall percentage of students making progress was at 44%.**
- **Our current BAS BOY data in grades 1-3 indicates that only 27% of students are reading at grade level**

Our overall MCAS proficiency has decreased 13% between 2018 and 2022. We have made a concerted effort to focus on math content and instruction and have seen some growth. ELA, especially in the area of writing and short responses, has tapered as a result of our focus on math.

We have also been looking deeply at our inclusion practices for students with disabilities and how best to support their access to grade level curriculum. We recognize that our students with disabilities and ML students were not always accessing grade level standards and are seeking to create a model which allows the majority of instruction to take place in the general education setting. This, coupled with an intense support process through the SSP process and an overarching goal of embedding UDL in all instructional practices, should significantly help students to access grade level standards.
**Quinsigamond 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 make the voice of every staff member heard through the use of collective, distributed leadership structures and practices. These will be evident in a robust and well-represented Instructional Leadership Team, PBIS team, SEL team, school culture team, as well as community support team.

<table>
<thead>
<tr>
<th>Aspiration for 2022-2023 School Year</th>
<th>Strategies for Leadership Practices</th>
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| All staff within Quinsig know they have a voice in the overall operation and vision of our school. Our school has created a culture of shared ownership of improvement throughout the building for the well-being and achievement of all our students. We continue to inspire and aspire to have all staff members continue to pursue their professional and academic goals by providing assistance and support at all levels. | - The various teams make decisions as a collective with students' needs at the center of decision making.  
- Individually and with colleagues, we develop strategies and actions that contribute to the learning and productive behavior of all students at the school, within and beyond the classroom as measured through surveys  
- Increase in staff movement through school based pipelines for professional and academic growth as measured by IA's working towards and achieving teaching positions as well as teachers pursuing more education to enhance their professional goals. |

### Measures of Success and Desired Outcomes

Collaborative and shared culture by creating specific leadership teams that support various structures within the school

- Robust and varied staff signing up for each team.  
- Reflection and feedback show an increase in staff ownership and agency.

Networking and providing PD for leadership teams by partnering with a variety of experts and practitioners in and out of Worcester

- Increased attendance and participation at various workshops and training both in WPS and outside of WPS  
- Increase in connecting and benchmarking other schools both within WPS and outside of WPS.
Quinsigamond 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

Quinsigamond establishes a community-wide set of student behavioral expectations (PBIS) as well as a culture that supports positive and professional collaboration and shared efforts on behalf of all stakeholders to increase student achievement.

#### Aspiration for 2022-2023 School Year

**Consistent positive behavioral and academic expectations are supported by all staff to continue to build on our positive culture where all students, staff, and families feel a sense of belonging.**

**Implementation of two way communication where families truly feel a partner in educating all students.**

#### Strategies for Positive Climate and Culture

- Fewer ODR’s and suspensions
- More students accessing PBIS rewards
- Student data indicates fewer students not meeting PBIS benchmarks
- More positive parent input through parent engagement surveys, participation in school events, and membership in school committees.

#### Measures of Success and Desired Outcomes

Create a strong PBIS team who supports a set of consistent school wide positive behavioral expectations

- Decrease in ODRs and suspensions
- More students accessing PBIS rewards
- Student data indicates fewer students not meeting PBIS benchmarks

Reinvigorate school’s family and community partnerships

- Increase in attendance at community meetings and school based outreach events
- Increased opportunities for family and community members to volunteer and participate in school activities.

Two way communication with all families that can be translated into their native language

- Increased parent participation
- Increased communication with families through Dojo communication data

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## Quinsigamond 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

All Quinsigamond staff will reflect and refine a system of data collection and use of student data to inform the evaluation and improvement of instructional practices that directly benefit student learning (SSP process).

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Student Specific Supports</th>
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<tr>
<td>- Decrease in initial evaluations as a result of a robust SSP process and tier 2 data collection.</td>
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<tr>
<td>- Walkthrough and observational data shows increase in data cycle and implementation of tier 2 supports and progress monitoring</td>
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### Measures of Success and Desired Outcomes

- Develop a strong and consistent process for identifying students who need more academic and social emotional supports
  - Decrease in initial evaluations as a result of a robust SSP process and tier 2 data collection.

- PLC’s and CPT are focused on planning for instruction using the data cycle
  - Student growth data shows increase on STAR assessments

- Targeted focus on individual data collection
  - Increase in robust formative and anecdotal data for individual students
## Quinsigamond Plan to Improve Student Outcomes

### INTENTIONAL INSTRUCTION

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

<table>
<thead>
<tr>
<th>Our Vision for Intentional Instruction</th>
<th>Strategies for Intentional Instruction</th>
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| Quinsigamond School will substantially improve ELA proficiency for all students by identifying and implementing research based strategies into all of our instructional practices. | • Increase MCAS ELA proficiency from 17% to 25%
  ○ Narrow the gap of average composite scaled score between all students at 481.7 and students with disabilities at 467.
  • Increase STAR ELA BOY assessment from 24.3% to exceeding the district average (current of 34.5%) by the of the school year.
  • Meet or exceed our ACCESS target of 50% for this school year. |

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Measures of Success and Desired Outcomes</th>
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<tr>
<td><strong>Aspiration for 2022-2023 School Year</strong></td>
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<td>80% of our students will be reading and writing at or above grade level by the end of the 3rd grade.</td>
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### Measures of Success and Desired Outcomes

<table>
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<tr>
<th>Focus at K-3 on early literacy skills</th>
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<tr>
<td>• Increase in BAS data from BOY of 26% proficiency to 35%</td>
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<table>
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<th>Intentional focus on writing instruction</th>
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<tbody>
<tr>
<td>• Increase in MCAS/ SRSD data</td>
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<th>Consistent feedback from walkthrough observations</th>
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<tbody>
<tr>
<td>• Increase in walkthrough data</td>
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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
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.