



## Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez  
Principal: Maureen Power

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

### Roosevelt'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.



#### Roosevelt'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.*

*Roosevelt school is committed to educating the whole child while addressing both the academic and social emotional well-being of all students in order to create lifelong learners.*

## Roosevelt's 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
Maureen Power	Principal	Jessica Bristol	Grade 5 Teacher
Tina Schirner	Assistant Principal	Deborah Engstrand	English Language Teacher
Cindy Cramer	Assistant Principal	Kim Medeiros	Grade 5 Teacher
Sara Cooney	Focused Instructional Coach	Kim Packard	Teacher of Moderate Special Needs
Kara Wroblewski	Focused Instructional Coach	Pamela Barrett	Grade 2 Teacher
Alicia Bartholomew	Grade 4 Teacher	Angela Giorgio	Grade 6 Teacher
Susan Connolly	Grade 3 Teacher	Angela Pallotta	K-1 Readiness Teacher
Brianna Deacon	Grade 1 Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September		February	2/3/23, 2/17/23
October	10/7/22	March	3/10/23, 3/24/23
November	11/14/22, 11/28/22	April	4/7/23, 4/28/23
December	12/9/22, 12/19/22	May	5/5/23, 5/19/23
January	1/6/23, 1/20/23	June	
		<i>Summer Planning Session</i>	<i>if applicable</i>

## Roosevelt's 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 prior 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

*To improve instruction in Math in order to make notable gains in math achievement across grade levels.*

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

*According to Spring MCAS 2022, a high percentage of students in Grades 3-6 continue to be in the Partially Meeting or Not Meeting category. According to the STAR data, Math gains have been made and we want this to continue and increase those gains.*

## Roosevelt's 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

Roosevelt School will use teams, shared leadership and a collaborative and trusting environment to accelerate improvement. The Roosevelt Leadership Team will facilitate weekly ILT Meetings and weekly PLCs that will focus on key improvement strategies and classroom instructional practices in order to accelerate improvement.

#### Aspiration for 2022-2023 School Year

Roosevelt School will adopt schoolwide instructional strategies and classroom practices in order to improve school achievement.

#### Strategies for Leadership Practices

Staff collaboration for planning high quality instruction that includes direct instruction, mini-lessons, modeling, small group, individual or collaborative work

Continued reflection on data to determine student needs and plan for student support.

#### Measures of Success and Desired Outcomes

This will be measured through the use of data from formative assessments to drive planning and instruction during ILT, PLC, Common Planning Time

## Roosevelt's 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

All staff at Roosevelt are invested in creating a safe learning environment for all students in which we embrace the diversity of our population. We believe that our students' social emotional learning is equally as important as their academic learning. We are revitalizing our MTSS behavior system to be more consistent across the school and have established expected behavior norms for all areas of the building. Students know what the expectations are and are all held to high standards of behavior. We will provide a warm welcoming environment to families and community members, where everyone feels supported.

#### Aspiration for 2022-2023 School Year

That all Roosevelt students see our school as a safe place where there are educators available to students for social emotional support; and where they comfortable with executing and understanding all behavior expectations. Students, families, community members and educators will work collaboratively toward the goal of improvement.

#### Strategies for Positive Climate and Culture

Posted school wide common behavior expectations, and safety expectations in classrooms, common areas of the building; hallways, bathrooms, cafeterias.

Identifying students with social-emotional needs and providing a range of support by utilizing all available and appropriate staff and resources.

#### Measures of Success and Desired Outcomes

Decreased office behavior referrals, increased student involvement in school wide celebrations. Fewer interruptions during instruction time. Teachers will use the "Bear Bucks" consistently throughout the school days.

## Roosevelt's 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

*Roosevelt School will consistently and frequently monitor STAR, EdCite and formative data in order to identify and respond to student-specific academic and nonacademic needs and provide student specific interventions.*

#### Aspiration for 2022-2023 School Year

*Maintain current our proven math strengths and address specific areas of weakness as shown in current MCAS and STAR data in order to improve math the percentage of students increase in the exceeding and meeting categories while decreasing the percentage of students falling into the partially and not meeting expectations categories.*

#### Strategies for Student Specific Supports

*Classroom implementation of Math Workshop; Whole Group, Small Group, Individual Student Support*

*Continued implementation of Universal Design for Learning strategies*

*Using data to determine Tier 1, 2 and 3 interventions*

#### Measures of Success and Desired Outcomes

*Determined through SSP process, PLCs and Common Planning Times  
Progress monitoring data  
Observations and lesson plans*

## Roosevelt's 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

Roosevelt School staff will provide a high quality data driven instructional environment in all classrooms. One that embraces and builds upon student individual academic strengths, personal growth interests and student behaviors

#### Aspiration for 2022-2023 School Year

To base high-quality, standards- based instruction upon most recent student data.

#### Strategies for Intentional Instruction

PLC meetings that are data based to ensure next steps in instruction with focus on rigor and individual students' academic needs.

ILT collaboration to meet and discuss instruction and how to support using best practices.

#### Measures of Success and Desired Outcomes

STAR testing and progress monitoring, BAS assessments, district common assessments, classroom formative assessments  
 ILT Meetings  
 Data Dives  
 Best Practice Rounds

# Roosevelt's 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.



## Roosevelt's 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.