South High Community School’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.

South High School’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.

At South High School we aim to inspire all students to achieve their potential and become independent lifelong learners. We engage all students equally by providing options to optimize what is connected, meaningful, and valuable to the learner.
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>Jeff Creamer</td>
<td>Principal</td>
<td>Nathen Wheeler</td>
<td>Math Teacher</td>
</tr>
<tr>
<td>Brian Cormier</td>
<td>History Teacher</td>
<td>Olga Papadopoulos</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Lindsay Pagano</td>
<td>ESL Teacher</td>
<td>Carley Stebbin</td>
<td>Math Teacher</td>
</tr>
<tr>
<td>Jess Zaleski</td>
<td>ESL Department Head</td>
<td>Jamie Penny</td>
<td>Focused Instructional Coach</td>
</tr>
<tr>
<td>Mike Brennan</td>
<td>Assistant Principal</td>
<td>Carlo DiBonaventura</td>
<td>Focused Instructional Coach</td>
</tr>
<tr>
<td>Katie McMahon</td>
<td>Special Education Department Head</td>
<td>Allyson Houlihan</td>
<td>Assistant Principal Intern</td>
</tr>
<tr>
<td>Tara Vadiaya</td>
<td>AP Physics/Science Teacher</td>
<td>Patty Diaz</td>
<td>Early Childhood/Parent Teacher</td>
</tr>
</tbody>
</table>

### 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>15, 19, 22</td>
<td>February</td>
<td>9, 14</td>
</tr>
<tr>
<td>October</td>
<td>6, 11, 13</td>
<td>March</td>
<td>9, 13, 16</td>
</tr>
<tr>
<td>November</td>
<td>10, 14, 17</td>
<td>April</td>
<td>6, 10, 13</td>
</tr>
<tr>
<td>December</td>
<td>8, 12, 15</td>
<td>May</td>
<td>4, 8, 11</td>
</tr>
<tr>
<td>January</td>
<td>12, 19, 24</td>
<td>June</td>
<td>TBD</td>
</tr>
</tbody>
</table>
## South High School’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 year. 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

Our priority is to:

- Identify students in need of targeted MCAS support in ELA, Biology and Math with an emphasized focus on Students with Learning Disabilities and/or Multilingual Learner.
- Provide professional development in UDL Relevancy+1 Skills to support all students with strong instructional practices.

Our focus includes a close analysis of our MCAS data for Science, Math and English. We will specifically include instructional practices identified to address the needs of our Students with Learning Disabilities and Multilingual Learners (ML). We will also drive the improvement of MCAS scores for all students with intentional actions incorporating and emphasizing best practices to support progress for all students.

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

Our overarching goal is to look closely at the pertinent MCAS data of English, Math and Science. Student data will be analyzed from the prior school year with a deep focus on the line-item analysis of student strengths and weaknesses. Once the strengths and weaknesses are identified, then the teachers from the MCAS core classes will prepare instructional practices during CPT along with additional meetings to address the student needs. In addition, Panorama data will be used to identify where holistic and social-emotional supports can be provided by both teachers and support staff. The goal is to specifically target where students need the most support and provide focused initiatives to provide reinforcement.
South High School’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

The Leadership Practice Vision at South High Community School follows a distributed model: Assistant Principals, Department Heads, and Focused Instructional Coaches are all members of the leadership team and take equal ownership of initiatives that are aimed at student success. One of these is the focused use of Lesson Plan feedback in all Departments to document the use of implemented instructional tools with the Turnaround Walkthrough Tool as a form to track quantitative data. In addition, our school has grade 9 and grade 10 teams, which includes Common Planning Time (CPT). During CPT, the teachers and leadership look over student data and discuss instructional practices that will best impact the growth of student data. The long-term vision is a cycle of meeting with the school Instructional Leadership Team (ILT) where the catalyst instructional practices are selected. The process of using these meetings for leadership to reflect, implement, and then redirect changes needed through the appropriate meetings (CPT, ILT, Department Head Meetings, Principal Meetings) will be done to garner teacher investment and to implement instructional practices, which will impact overall change.

Aspiration for 2022-2023 School Year

- Effective Use of the Instructional Walkthrough Tool
- Lesson Plan Feedback to strengthen pedagogy
- Strengthen Common Planning Meetings
- Implement Math and English Grade 9 & 10 Vertical Teams

Strategies for Leadership Practices

- Teachers will be selected to share their successful best practices during principal meetings (facilitated by the Focused Instructional Coaches).
- Provide well-structured running agendas and support during Common Planning Time for grade 9 and 10.
- Walkthrough tool usage and data collection analyzed by Focused Instructional Coaches, Department Heads and Leadership Team.

Measures of Success and Desired Outcomes

- Based on observations and use of the Walkthrough Tool, we will determine if teaching staff have adopted shared practices and developed their practice based on interactions from Principal meetings.

2022-2023 School Growth Plan to Improve Student Outcomes
South High School’s Plan to Improve Student Outcomes

- Progress will be based on interactions from teacher discussions and needs during Common Planning Time and Leadership Meetings. Also, benchmark assessments of student performance will be discussed at CPT and Department Head meetings and used to evaluate progress.
- Based on data collected by the South High Network Walkthrough Tool, we will determine the degree of Relevancy and best practices implemented by teachers. Lesson Plans feedback from Department Heads and Administration will also help us to identify the progress made.
# South High School’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

Our long-term vision of South High Climate and Culture is to have a building that embodies a shared purpose of striving toward excellence, both among students and staff. This purpose is strengthened by a strong sense of collegiality—school staff, parents, community members, and students working as a team to accomplish goals with everyone experiencing a shared sense of belonging. No one feels sidelined or left out and all people are stakeholders constantly looking for opportunities for self-improvement. Individuals are open to trying new things and taking risks, knowing that they have a growth mindset and the support of their peers. We are able to celebrate successes, both on an individual and team basis, and use that positive reinforcement to experience a joy and sense of accomplishment.

### Aspiration for 2022-2023 School Year

- Implementation of a School Wide Student Advisory
- Clear school-wide expectations
- Celebrating student success and highlighting community
- Implement a "Pineapple Board" to build collaboration and community among staff

### Strategies for Positive Climate and Culture

- Student Shout-Outs and Birthdays during morning announcements.
- School-wide posters about school expectations and core values, incentives and highlighting students exemplifying the Four Core values.
- School-wide events such as homecoming, pep rallies, club fair.
- Use of Advisory to provide students with opportunities to connect with each other and with a trusted adult through team-building.
- Implementation of a Pineapple Board; a system that allows teachers to informally observe each other's classes for the purposes of sharing best practices or asking for peer feedback.
## South High School’s Plan to Improve Student Outcomes

<table>
<thead>
<tr>
<th>Measures of Success and Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Development of a school wide mission statement and academic focus statement.</td>
</tr>
<tr>
<td>● <strong>The data for this strategy will be qualitative and contribute to the overall culture of building relationships with the students and staff.</strong> The positive messages will be reinforcements for the collegiality and demeanor of the school building. A measure of success would be increased engagement and positive feelings as determined through Panorama surveys.</td>
</tr>
<tr>
<td>● In addition to the shout outs and morning announcements, the posters will be qualitative measures to support the ongoing community building and relationships established throughout the school building. A measure of success would be less discipline referrals and a perception of safety and comfort in the learning environment according to Panorama.</td>
</tr>
<tr>
<td>● Measures for school wide events, pep rallies and club attendance can be included in quantitative measures of the attendance rate to the school building and the functions of each aforementioned group. A measure of success would be increased feelings of positivity according to Panorama.</td>
</tr>
<tr>
<td>● All students have been placed into a teacher led advisory. Lessons have been developed for the entire school in order to build relationships and qualitative data includes the increase in student participation in the aforementioned events and groups which will build on the school community and culture. A measure of success would be increased percentages of students feeling connected to the school and to teachers through Panorama.</td>
</tr>
<tr>
<td>● Teachers will be qualitatively observed watching each other's classes and actively using shared practices. A measure of success would be increased numbers of teachers using the Pineapple Board and observations of teachers &quot;cross pollinating&quot; ideas.</td>
</tr>
<tr>
<td>● Implementation and embodiment of the school wide mission and focus statement based on school wide use and identification.</td>
</tr>
</tbody>
</table>
### South High School’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

The long-term vision for Student Specific Supports Practices includes a sharp focus on intentional support for our Grade 9 just entering High School, our Students with Learning Disabilities (SWLD), and our Multilingual Learners (ML). The entire school will continue to implement our Multi-Tiered Systems of Support (MTSS) in order to identify and support students through the appropriate measures available. Our school employs and implements Teams for grade 9 which allows students to be managed by a similar Administration and Group of Teachers in order to streamline lessons, meeting times, support services such as the Rise Network and On Track. Monitoring of student performance is also during the Common Planning Time (CPT) and subsequent Administration and Leadership supports. The Team will then determine the needs of the students on the teams as data is analyzed and discussed, instructional practices are implemented and modified. Our SWLD and ML students will also be supported through a similar process with the leadership of the Special Education Department Head, Multilingual Learner Department Head and the Multilingual Education Implementation Coach (MLE).

#### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Student Specific Supports</th>
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</thead>
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<tr>
<td>● Weekly 9th, 10th, Multilingual and SPED CPT meetings to discuss data, classroom experiences</td>
</tr>
<tr>
<td>● 9th grade On Track initiative</td>
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<tr>
<td>● STEP incentive program</td>
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<td>● 9th grade summer bridge program</td>
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<td>● 9th grade parent orientation meeting</td>
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</tbody>
</table>

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<thead>
<tr>
<th>Measures of Success and Desired Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Weekly meetings are arranged for Common Planning time for grade 9 and 10, Multilingual Learners, and Students with Disabilities in order to focus on student needs, instructional practices, routines and data. Teachers can request parent meetings during this time</td>
</tr>
</tbody>
</table>
South High School’s Plan to Improve Student Outcomes

period and address student concerns directly. Measures of success would be a greater percentage of "on-track" students and higher engagement as determined through Panorama surveys.

- Grade 9 program to use student performance data in order to adjust and implement plans for student improvement and align student growth with designated areas of concern. When students are not on track the proper measure of MTSS can be accessed. A measure of success would be a greater percentage of "on-track" students.

- Our students with social and emotional learning disabilities are given opportunities to improve their learning through an incentive program focusing on students' improvement and needs driven focus. A measure of success would be a higher percentage of "on-track" STEP students.

- Grade 9 students are invited to attend a week-long orientation and introduction to South High Community School in order to adjust and feel acclimated to the building, teachers and learning expectations during the first year in high school. Measures of success would be increased attendance, engagement, and a higher percentage of "on-track" 9th graders.

- Grade 9 parents are invited to the same activities in order to support their students and their performance during their freshman year. Measures of success would be increased numbers of parents becoming stakeholders in the school success (higher number of parents in the Site Council meeting and higher number of "on-track" 9th graders).
# South High School’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

Our vision of Intentional Instruction at South High is a school where all students are engaged by staff who provide options to optimize what is connected, meaningful, and valuable to the learner. Currently we are working with several documents to align our improvement of student achievement. In addition to analysis of MCAS data, we have used teacher, student and staff surveys to collect qualitative data to support our core beliefs, focus statement, mission statement, and our best instructional practices. As we align these instructional and school wide beliefs, we have important planning time built into our schedule. Grade 9, Grade 10 and Multilingual Learner and Students with Disabilities CPT provides teachers an opportunity to reflect on data in a team and plan effective instructional practices. During our ILT meetings and Department Meetings we will continue to discuss and adjust the best instructional practices to address student’s needs, with an intentional focus on Students with Disabilities and Multilingual Learners.

### Aspiration for 2022-2023 School Year

- Conduct UDL & Relevance +1 Lesson Planning Professional Development
- Implement practices based on student needs through MCAS planning and implementation of instructional goals
- Sharing of best practices at faculty meetings

### Strategies for Intentional Instruction

- Monthly faculty meetings will showcase guest faculty presenters who demonstrate a best practice in action as observed during walkthroughs or written on a lesson plan.
- Use of Pineapple Board for staff to announce opportunities for visitors to come in and view a lesson in action for the purposes of sharing best practices or soliciting feedback.
- Professional Development time for cross-curricular teachers to work together forming UDL lesson plans.
- Development of a school-wide mission statement and academic focus statement.
- Monthly development of department specific instructional practices.

### Measures of Success and Desired Outcomes
South High School’s Plan to Improve Student Outcomes

- The Walkthrough tool and Lesson Plan Feedback will support and identify teacher strengths and weaknesses based on the data collected.
- There will be continued development of collaborations, useful interactions with model teachers and evaluators, support from the Focused Instructional Coaches and ongoing invitations into classrooms through the use of the Pineapple Board.
- There will be implementation and embodiment of the school wide mission and focus statement based on school wide use and identification.
- Teachers will focus on the analysis of student data and use of instructional practices in lesson planning as shaped by presentations from faculty members and the feedback from Department Heads and Admin.
South High School’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.
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.