Worcester Public Schools
2022-2023 School Growth Plan
Superintendent: Dr. Rachel Monárrez
Principal: Ellen Moynihan

Delivering on High Expectations and Outstanding Results for All Students

Wawecus Road 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.

Wawecus Road 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.

All members of the Wawecus community will become effective lifelong learners who can positively contribute to our global community. We value learning experiences involving critical thinking, communication, collaboration, creativity, and problem-solving. We believe in intentional student-centered "more profound learning experiences that encourage student ownership, accelerating the acquisition of rigorous academic standards through the lens of student interest and agents of learning."
Wawecus Road 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Ellen Moynihan</td>
<td>Principal</td>
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<tr>
<td>Donna Anderson</td>
<td>Focused Instructional Coach</td>
</tr>
<tr>
<td>Janet Campanielo</td>
<td>School Adjustment Counselor</td>
</tr>
<tr>
<td>Lori Backlin</td>
<td>Teaching Assistant Principal/ 2nd Grade</td>
</tr>
<tr>
<td>Katherine McGovern</td>
<td>Sixth Grade Teacher</td>
</tr>
</tbody>
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### 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>9/23/22</td>
<td>February</td>
<td>2/17/23</td>
</tr>
<tr>
<td>October</td>
<td>10/21/22</td>
<td>March</td>
<td>3/17/23</td>
</tr>
<tr>
<td>November</td>
<td>11/3/22</td>
<td>April</td>
<td>4/14/23</td>
</tr>
<tr>
<td>December</td>
<td>12/2/22</td>
<td>May</td>
<td>5/12/23</td>
</tr>
<tr>
<td>January</td>
<td>1/20/23</td>
<td>June</td>
<td>1/2/23</td>
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</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>School Priority Goal(s) for School Year 2022-2023</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students will have equitable access to high-quality teaching and learning in all content areas with a specific emphasis on mathematics instruction.</td>
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</table>

<table>
<thead>
<tr>
<th>Key Data and Rationale for Priority Goal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>As supported by Fall ST math</td>
</tr>
<tr>
<td>MCAS 2022 state/ district/ school comparison by grade level per standard</td>
</tr>
<tr>
<td>Prioritizing the following</td>
</tr>
<tr>
<td>Number and operations base 10</td>
</tr>
<tr>
<td>Number and operations fractions</td>
</tr>
<tr>
<td>Operations in algebraic thinking</td>
</tr>
</tbody>
</table>
**LEADERSHIP PRACTICES**

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

## Our Vision for Leadership Practices

The Wawecus leadership team will work towards building an environment of respect, compassion, and critical thinking that inspires civic and ethical decision-making and acting with integrity.

We value

- Transparent communication and honesty,
- Working cohesively together, gathering multiple entry points and lenses on all decision-making,
- Remaining focused on the mission
- Researching and problem-solving as we explore new learning options,
- Respecting each other's strengths and relying on each other
- Sharing a collective responsibility

## Aspiration for 2022-2023 School Year

- Building strong, effective teams that understand the importance of creating a supportive and healthy community with teachers, students, families, caregivers, our larger community, and partners
- A clearly articulated mission relevant to our needs
- Creating a safe space and time for continual learning to exist, where risks, mistakes, and healthy conflicts are accepted.
- Building trust among all shareholders
- Establishing team protocols and shared leadership responsibilities.

## Strategies for Leadership Practices

- During meetings, the leadership team establishes group norms and uses clear, purposeful, and consistent processes and structure.
- Meetings are organized with agendas to maximize time, shared leadership, and sharing of progress milestones.
- Reflection on the effectiveness of teams

## Measures of Success and Desired Outcomes

- Group norms are in place and communicated and understood by all team members. We will measure our effectiveness by analyzing data and looking at student work.
Each meeting includes an agenda that outlines clear objectives, time limits, roles, due dates, and sharing of progress milestones.
# Wawecus Road 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

All members of the Wawecus community actively engage in endless curiosity and questioning within a safe environment that promotes empathy and agency through equitable support of individual skills, beliefs, and connectedness.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Administrators and teachers have established and actively reinforced expectations for student conduct and behavior that support students' learning and efforts to increase student achievement.</th>
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</thead>
<tbody>
<tr>
<td>The school has identified, established, and proactively provides effective social-emotional learning (SEL) resources and support for students who need such support and assistance.</td>
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<tr>
<td>A climate of respectful and collegial communication, relationships, and positive school culture has been established by leaders, teachers, and students, allowing for a positive, productive, and collective effort to increase student achievement throughout the school.</td>
</tr>
<tr>
<td>Students experience a sense of belonging with the school and are engaged in learning.</td>
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<tr>
<td>Parents and the community feel welcomed and engaged with the school; they are extensions of the school.</td>
</tr>
</tbody>
</table>

### Strategies for Positive Climate and Culture

<table>
<thead>
<tr>
<th>Co-constructed/student/teacher classroom norms for the following but not limited to: Physically and emotionally safe classroom environment, norms on class discussion, and clear expectations regarding student engagement as it relates to supporting a growth mindset</th>
</tr>
</thead>
<tbody>
<tr>
<td>PBIS supports and school-wide focus and recognition of positive actions</td>
</tr>
<tr>
<td>Measures of Success and Desired Outcomes</td>
</tr>
<tr>
<td>----------------------------------------</td>
</tr>
<tr>
<td>1. Protocols for safe and positive classroom and schoolwide norms are present and visible throughout the building.</td>
</tr>
<tr>
<td>2. Students feel confident in their ability to access the curriculum and perform.</td>
</tr>
<tr>
<td>3. Evidence of increasing student voice and positive interactions during instruction.</td>
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<tr>
<td>4. Teachers intentionally:</td>
</tr>
<tr>
<td>● listening to student voices</td>
</tr>
<tr>
<td>● Prioritize questions over answers</td>
</tr>
<tr>
<td>● Prioritize students posing their own questions.</td>
</tr>
</tbody>
</table>
## Wawecus Road 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

Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually identify students' individual academic needs (e.g., content, or standard-specific academic needs) to provide student-specific interventions and supports.

### Aspiration for 2022-2023 School Year

We aspire to provide the opportunity for all students to access, participate in, and progress in the general-education curriculum by reducing barriers to instruction.

### Strategies for Student Specific Supports

- Incorporating UDL Principles into instruction
- Teachers becoming researchers and digging deeper into understanding the standards
- Teachers developing lessons that align and support the shift in assessment practices
- Shifts in assessment practice

### Measures of Success and Desired Outcomes

- Implementation of evidence-based supports, and strategies with increasing intensity to sustain student growth.
- Establishing and monitoring ongoing flexible grouping and realigning resources and supports
- Using PLC and vertical team meetings to review student data and adjusting instruction to meet all learners’ needs
Wawecus Road 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

- School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified student-specific instructional needs.
- There is a well-defined and professionally valued system for monitoring and enhancing classroom-based instruction across the school and for individual teachers. The system includes frequent observations of instructional practice and the impact of instruction in student work, team-based and job-embedded professional development, and teacher-specific coaching when needed.
- Teachers use and analyze a variety of student-specific data to assess the effectiveness of their instructional strategies and practices and modify instruction to meet their student’s needs as identified.

Aspiration for 2022-2023 School Year

- All students will approach mathematics as competent, confident, capable learners and doers of mathematics.
- All teachers will feel supported and confident in their ability to attend to all student's academic levels within the classroom.

Strategies for Intentional Instruction

- Academic Targets: Mathematical coherence within and across grade levels, where all students have equitable access to high-quality, meaningful mathematics.
- Shifting from Remediation to Supporting and Scaffolding Actions
- ADVOCACY: Teachers and staff will engage in work that supports all student’s equitable access to high-quality, meaningful Tasks (mathematics)

Measures of Success and Desired Outcomes

All Teachers will:
- Establish mathematical goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate Meaningful Mathematics discourse
Wawecus Road Elementary School Plan to Improve Student Outcomes

- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student thinking
Wawecus Road 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.
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.