Worcester Arts Magnet 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.

Worcester Arts Magnet 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.

The Worcester Arts Magnet team is committed to preparing our students to be academically, socially, and emotionally ready citizens. We build relationships with families, and the community because of the vital role they play in the education of our students. We encourage individuality to provide a safe, inclusive learning environment. We know that by celebrating and nurturing diversity within academics and through the arts our students will achieve success.

Worcester Arts Magnet 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**
Anne Lang	Kindergarten Teacher	Colleen Donahue	Instructional Coach
Allyson Snow	Grade One Teacher	Michelle Maloney	Acting Assistant Principal
Joanna Douglas	Grade One Teacher	Mary Ellen Scanlon	Principal
Amy Benoit	Grade Three Teacher		
Allie Fleming	Grade 4 Teacher		
Emma Rose	Grade 4 Teacher		
Shannon Savage	Grade 6 Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	**Dates**	**Month**	**Dates**
September	14,28	February	8
October	12,26	March	8,22
November	9	April	12,26
December	14	May	10,24
January	11,25	June	7
		Summer Planning Session	*if applicable*

Worcester Arts Magnet 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 priority goal of the 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

- **Priority #1**: Worcester Arts Magnet will improve the quality of core instruction, with emphasis on tier-one interventions for students with disabilities.
- **Priority #2**: Worcester Arts Magnet's data team will improve the analysis of formative assessments, with an emphasis on providing feedback for instruction.

Key Data and Rationale for Priority Goal(s)

Compared to all other subgroups, students with disabilities' proficiency and growth were significantly lower. Formative assessments, collected throughout the year, have shown that targeted next steps for students with disabilities need improvement.

Worcester Arts Magnet 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
Our vision is for our faculty members to understand the individual needs of students and to work collaboratively with colleagues to create plans and strategies to meet those needs.

Aspiration for 2022-2023 School Year	Strategies for Leadership Practices
We aim to have the data team analyze data and provide teachers with strategies to plan the next steps for all students, especially students with disabilities.	Weekly data team meeting focused on tier one interventions for special education students ILT will develop a menu of tier one intervention resources

Measures of Success and Desired Outcomes
- Progress monitoring - STAR, weekly formative assessments   - Data team agenda, grade level meeting agenda, lesson plans   - ILT agenda, WAMS menu of tier one intervention resources

Worcester Arts Magnet 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 vision is to create an environment where all members feel safe and are willing to take risks when learning.

Aspiration for 2022-2023 School Year	Strategies for Positive Climate and Culture
We aim to have teachers collaboratively plan lessons that include student choice to demonstrate understanding. We encourage all faculty members to be involved with the Instructional Leadership Team.	- Students are offered a choice in how they show what they have learned. - All faculty members are invited to participate in the Instructional Leadership Team

Measures of Success and Desired Outcomes

- Evidence of student choice in formative assessments, lesson plans, and walk-through tool
- Increased ILT attendance and participation

2022-2023 School Growth Plan to Improve Student Outcomes

Worcester Arts Magnet 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

Our vision is to have teachers continuously analyze data, monitor student growth, and collaborate with colleagues to meet the needs of individual students.

Aspiration for 2022-2023 School Year	Strategies for Student Specific Supports
We aim to have teachers submit weekly formative assessments that include the next steps for instruction.	Formative assessments are submitted weekly to the data team for analysis and feedback. Grade-level teams review feedback from the data team with the instructional coach to plan the implementation of student-specific action steps.

Measures of Success and Desired Outcomes

- Data team agenda, formative assessments
- Grade-level agenda and walk-through tool

Worcester Arts Magnet 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 is to build relationships amongst colleagues in order to nurture a strong instructional team.

Aspiration for 2022-2023 School Year	Strategies for Intentional Instruction
We aim to have the data team analyze data and provide timely feedback to teachers who will plan lessons with the instructional coach.	The data team will analyze formative assessments to ensure student-specific interventions are implemented and result in student growth. Grade level teams will be supported by the instructional coach to implement student-specific action steps during core instruction.

Measures of Success and Desired Outcomes
- Progress monitoring - STAR, weekly formative assessments   - Grade-level agenda, walk-through tool,   - Progress monitoring - STAR, weekly formative assessments

Worcester Arts Magnet 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 Arts Magnet 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.