



Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Carenza Jackson

Delivering on High Expectations and Outstanding Results for All Students

Worcester East Middle School 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 East Middle School 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.

Through daily use of a variety of evidence-based best practices, our students will participate in learning activities that are standards based, rigorous, and engaging. Our intent is to foster learners who are college and career ready and prepared to tackle the challenges of an ever-changing world.

Worcester East Middle 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			
Name	Position	Name	Position
Carenza Jackson	Principal	Fred King	Assistant Principal
Bruce O'Connell	Assistant Principal	Katie Starczewski	Assistant Principal
Paul King	Focused Instructional Coach	Katie Olney	Focused Instructional Coach
Megan Rogozenski	Science Teacher	Sharon McAdam-Bennett	ELA Teacher
Mary Alice Donovan	Physical Education Teacher	Matt Savage	Special Education Department Head
Irgena Lito	Math Department Head	Maria Ciavola	Assistant Principal Intern
Megan Baviello	ESL Teacher	Amanda Burke	School Adjustment Counselor

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	19	February	13
October	24	March	13
November	14	April	10
December	12	May	8
January	30	June	TBD
		<i>Summer Planning Session</i>	<i>TBD</i>

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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	
<p>To improve the quality of instruction with an emphasis on engagement and differentiation for all learners; To improve teacher collaboration by establishing a schoolwide system of walkthroughs that include peer observations.</p>	
Key Data and Rationale for Priority Goal(s)	
<ul style="list-style-type: none"> - Student achievement in ELA is 23% Meeting or Exceeding as evidenced by the MCAS; - Student achievement in Math is 12% Meeting or Exceeding as evidenced by the MCAS; - Students achievement in Science is 15% Meeting or Exceeding as evidenced by the MCAS. <p>Achievement is minimal for students who are either “high” or “low.” In ELA, we have 1% of students Exceeding Expectations in ELA and 34% Not Meeting.</p> <p>Achievement is minimal for students who are either “high” or “low.” In Math, we have 1% of students Exceeding Expectations in Math and 40% Not Meeting.</p> <p>Growth for the 2021-2022 was an average of 50 for ELA and 41 for Math as evidenced by the MCAS.</p>	<p>In reviewing our MCAS data, we noticed that we have growth from students “in the middle” but not from students who are high or low.</p> <p>In reviewing our STAR Data, we noticed that only 28% of students are meeting or exceeding district proficiency; in math 37% of students are meeting or exceeding district proficiency.</p> <p>Across all academic data, we identified a need for students to be more engaged and in charge of their own learning. While we have practices in place to address these areas, teacher fidelity on implementation is not where it needs to be.</p>

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LEADERSHIP PRACTICES

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

Our Vision for Leadership Practices

Our leadership team promotes a structure of distributive leadership and focuses on the belief that all students can and will be successful. We use a structure of schoolwide teams and PLCs and have a commitment to collaboration and learning from one another. School administration, teachers, and student support personnel work together and a mutual sense of respect and trust is evident.

Aspiration for 2022-2023 School Year

To improve the walkthrough/feedback cycle to impact immediate changes in instruction.

Strategies for Leadership Practices

Create a department specific walkthrough tool; create and follow a calendar of walkthroughs; analyze data and use it to create and implement targeted professional development.

Measures of Success and Desired Outcomes

Successful creation of a feedback form that has identified content specific practices.; Alignment of feedback among those who have used it.by the end of the year, all teaching staff will have received at least 10 feedback walkthroughs; Improved student achievement.

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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

The climate and culture of Worcester East Middle is one in which we have high expectations for all learners- both academically, behaviorally, and social-emotionally. Our goal is to guide all of our students to be prepared to handle all challenges they face in their journey after WEMS

Aspiration for 2022-2023 School Year

All students will take ownership of their own learning, be active participants in self-assessment, and routinely set and evaluate academic and behavioral goals. They will all exhibit "TIGER PRIDE."

Strategies for Positive Climate and Culture

Increased student growth (STAR, Summative Assessments, Common Assessments.); Improved classroom engagement and motivation; Increased participation in activities; Decreased disciplinary infractions.

Measures of Success and Desired Outcomes

Calendar of dates of advisories; Completed goal sheets of students; Growth for individual students on assessments. Increased attendance; Increased student sense of belonging and care (Panorama results) Decrease in student infractions and referrals; Increase in attendance.

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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

WEMS will have a strong and supportive MTSS that identifies students in need of support (academic, social-emotional, and/or other areas of need). We will follow the district protocols and documents; we will complete the process in a timely manner to ensure the appropriate support is in place for students.

Aspiration for 2022-2023 School Year

Employ the updated SSP process to effectively support both ELL and non-ELL students to minimize barriers, improve student outcomes and sustain growth.

Strategies for Student Specific Supports

Identify individual student needs and gaps in understanding and monitor their progress; Collaborate to identify evidence-based strategies (both academic and non-academic) to promote student growth and success; Utilize SSP process to gather data, review the effectiveness of the identified practices to sustain individual student progress

Measures of Success and Desired Outcomes

Analysis of student data from assessments (school and district based); Bank of strategies to use within various classes; Analyze STAR and common assessment data.

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INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

All teachers at WEMS have engaging and rigorous lessons that incorporate the school based best practices and instructional focus. [Best Practices](#) Teachers receive and reflect upon frequent feedback focused on student engagement and implementation of these practices.

Aspiration for 2022-2023 School Year

Consistently provide differentiated instruction that meets the needs of all learners. Lessons will be aligned to grade level standard, rigorous, and engaging.

Strategies for Intentional Instruction

Utilize PLC time to plan rigorous, standards-based lessons that include differentiated opportunities for all students; Incorporate school identified best practices into daily lessons; Enhance grade level PLC meeting.

Measures of Success and Desired Outcomes

Common assessment and common assignment data from all classes; Walkthrough data from coaches, department heads, and peers; Feedback form data quarterly on PLC effectiveness

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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.

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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.