Challenge and Reach Academy 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.

Challenge and Reach Academy 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.

Challenge & Reach Academy’s North Star is to re-engage, motivate, and teach ALL students to incorporate critical thinking, problem-solving, and real world applications of educational concepts through a competency-based curriculum and opportunities for inquiry. Through these practices, students will acquire skills needed to be college and career ready, as well as productive members of society.
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.

<table>
<thead>
<tr>
<th>School Instructional Leadership Team Members</th>
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<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Brenda Diggs</td>
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<tr>
<td>Susan Bussing</td>
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<tr>
<td>Tammy Bailey</td>
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<tr>
<td>Huong Tran</td>
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<tr>
<td>Stephanie Toporowski</td>
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<tr>
<td>Enrique Sanchez</td>
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<thead>
<tr>
<th>School Instructional Leadership Team Meeting Schedule</th>
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<tbody>
<tr>
<td>Month</td>
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Challenge and Reach Academy 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

Use evidence-based instructional strategies, materials and technology to engage, support and challenge all students for academic success

Encourage, support and recognize students for academic, social and emotional growth, success, citizenship and attendance.

Challenge & Reach will improve students college & career readiness ensuring students are:
- able to transfer their prior learning to new demands, in and out of school
- able to engage academically, emotionally, and socially
- able to take ownership for their academic, emotional, and social growth and success
- critical thinkers and effective problem solvers
- fully prepared for their next educational and career challenges
- acting out of a strong sense of personal, social and civic responsibility

Key Data and Rationale for Priority Goal(s)

Our data indicated a need for a more structured teacher development, UDL practices, interdisciplinary units and engagement to be included within our professional development program. In addition, important gaps were identified such as SEL development and embedded development. Both areas are strong indicators of school and student success and therefore will be a central focus for our Leadership Practices this year. Across our data; MCAS, attendance, discipline, ACCESS data, teacher observations and classroom assessments, there is a common strand of lack of student engagement and investment in their schooling.

Across our academic data we identified a need for students to access a more developed depth of knowledge. Our past instructional practices have not provided enough of a focus on deeper learning or integrated learning. Need to work on changing the “I don’t care” mindset of the students. Use consistency, remind students why they are here, same language across disciplines.
**Challenge and Reach Academy 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 Instructional Leadership Team is the primary mechanism for implementing distributive leadership within a school, expanding the impact of the vision and goals for student outcomes beyond the school leadership to other stakeholders. The ILT is responsible for ensuring that the vision and goals for the school are well established. School teams will be high functioning and use data to support student academic and social emotional well-being. Our teams consist of school admin and teachers. School leadership checks in regularly with staff to ensure everyone feels supported.

### Aspiration for 2022-2023 School Year

Create a culture of data-driven decision-making within the ILT and throughout the school. Ensure urgency to continue to improve instructional practice to address weaknesses in student outcomes. A plan to support teacher success: Clear expectations and clear communication for staff when it comes to lesson plans, use of UDL & having success with school goals.

<table>
<thead>
<tr>
<th>Strategies for Leadership Practices</th>
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<tr>
<td>1. Build a culture of shared commitment and support</td>
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<tr>
<td>2. High-functioning ILT</td>
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<td>3. Enhanced teacher team meetings</td>
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### Measures of Success and Desired Outcomes

- Teachers report increased sense of support by their leadership team
- Meeting minutes reflect commitment to meeting schedule, clear decisions and next steps
- ILT members report greater levels of perceived trust
- Meeting minutes reflect clear decisions and next steps
## Challenge and Reach Academy 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

Increase opportunities to build and maintain a healthy school culture that shares high expectations for students and staff and create an environment where all members are welcomed, supported, and feel safe in school: socially, emotionally and intellectually.

### Aspiration for 2022-2023 School Year

This focus will increase personal accountability and responsibility for all members of our school community. This will provide students with a model of pro-social awareness and behavior.

We need to create a school culture that is one of trust and openness in order to ensure that all stakeholders achieve at the highest possible level.

### Strategies for Positive Climate and Culture

1. Foster a culture of value for one another and belonging
2. Expand student voice and decision making
3. SAC Attendance protocols that Identifies Root Causes
4. Increased communication with families

### Measures of Success and Desired Outcomes

- Increased student attendance by month
- Increased student connection to a caring adult (C&C survey)
- Increased student sense of belonging (C&C survey)
- Student representative will share concerns with school committee
- Reduced severity of chronic absence
- Data tracker on root causes for absences

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2022-2023 School Growth Plan to Improve Student Outcomes
## Challenge and Reach Academy 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

We will have a multi-tiered system of support to ensure success for struggling students and create a system of assessment monitoring and collaboration to ensure that students are provided what they need within and outside the school community.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Student Specific Supports</th>
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<tbody>
<tr>
<td>1. Identify student needs and monitor progress</td>
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<td>2. Increase SEL understanding and practices</td>
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<td>3. Offer high quality teaching</td>
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### Aspiration for 2022-2023 School Year

We will use a multi-tiered system of support to identify struggling students early and intervene quickly in order to focus on the “whole child.” Provide support for academic growth, behavior, social and emotional needs, and chronic absenteeism.

### Measures of Success and Desired Outcomes

- Fewer students identified as “intervention” or “urgent intervention” in STAR reading and math
- Fewer SSPs and referrals
- Increase SEL responses in Panorama
- Walkthroughs and observations
### Challenge and Reach Academy 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

Student learning goal: Determine and use schoolwide structures and routines that support students social, emotional and academic needs by:

- Grade-Level Teams
- STAR Data
- Panorama Data
- SRSD continued use with a focus on synthesis

Conduct year-long PD around the UDL Design Process to set clear flexible goals, anticipate barriers, & design for options

Utilize data reviewed by ILT and discuss, monitor and determine student social, emotional and academic goals during PLCs as a collaborative, transparent process.

Provide team meetings 2x a month with SAC’s to collaborate- a focus on students social emotional needs, using Panorama Data including ISSP’s teachers create. Create new and updated strategies 1:1 for students’ needs

FIC will continue to visit classrooms regularly, the FIC will offer suggestions to help strengthen teacher teaching techniques.

#### Aspiration for 2022-2023 School Year

Support students’ social, emotional and academic needs while increasing their academic achievement, and moving them where they are to where they need to be based on their projected STAR data.

<table>
<thead>
<tr>
<th>Measures of Success and Desired Outcomes</th>
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<tr>
<td>• Walkthroughs, Lesson Plans &amp; Observations</td>
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<tr>
<td>• Panorama Data, SAC meetings, MTSS data</td>
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<td>• Quarterly Units, Student work</td>
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<tr>
<th>Strategies for Intentional Instruction</th>
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<tbody>
<tr>
<td>• UDL Design</td>
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<tr>
<td>• MTSS</td>
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<td>• Interdisciplinary Units</td>
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Challenge and Reach Academy 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.

2022-2023 School Growth 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.