



Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Steven Alzamora

Delivering on High Expectations and Outstanding Results for All Students

NCC Secondary 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.



NCC Secondary 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 staff at the Dr. James A. Caradonio New Citizens Center is committed to providing direct intensive instruction to increase SLIFE (Students with Limited or Interrupted Formal Education) students' skills in reading comprehension, writing, vocabulary development, academic and social discourse. Every NCC student experiences a genuine sense of belonging and engagement in meaningful thinking and dialogue.

NCC Secondary 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
Alzamora, Steven	Principal	Spencer, Jessica	School Guidance Counselor
Carcia, Sarah	Instructional Coach	Welsh, Brendan	Teacher
DePaul, Victoria	Teacher		
Donovan-Pendzic, Esperanza	School Adjustment Counselor		
Gay, Daniel	Teacher		
Kirby, Erika	Teacher		
Poirier, Maria	Teacher		
Sargent, Lauren	Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	9/12/22	February	2/6/23
October	10/3/22	March	3/6/23
November	11/7/22	April	4/3/23
December	12/5/22	May	5/1/23
January	1/9/23	June	6/5/23
		<i>Summer Planning Session</i>	<i>if applicable</i>

NCC Secondary 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

Goal: Every NCC student feels a genuine sense of belonging and is engaged in meaningful thinking, dialogue, reading, and writing during every class period.

- Students routinely grow in intellectual skill, confidence, knowledge, and motivation, over the course of each year.
 - Increase students' literacy
 - Increase students' oral vocabulary
- Students are engaged through purposeful learning experiences by design.
 - relevant to students' prior knowledge
 - balance between technology, fine motor and gross motor activities.
- Teachers accelerate students' academic improvement through:
 - thoughtful and culturally responsive instruction
 - embedded formative assessments
 - ongoing professional collaboration

Key Data and Rationale for Priority Goal(s)

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| <ul style="list-style-type: none">● ACCESS (Leadership team identified 2022 students' average speaking scores were lower than previous years.)● STAR (Leadership team identified reading scores continue to be below grade level.)● Imagine Learning (Leadership team identified oral vocabulary assessments continue to be below grade level.)● Student portfolios (Leadership team identified the need to continue aligning student portfolio submissions with the ELD curriculum.) | <ul style="list-style-type: none">● NCC staff are continuing to prioritize all language domains in lesson planning to continue developing student's academic and social skills to be college and career ready. |
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NCC Secondary 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

Leadership has the core values of transparency and communication, so that staff are informed of decisions and direction of the school. Staff have opportunities to voice opinions and contribute to generating ideas that will lead to change. Leaders bring humility to the role which provides the opportunity for productive discussions and implementation of best solutions and practices. Staff meet with the focus on data, planning, collaboration, and student engagement.

Aspiration for 2022-2023 School Year

- To continue to improve focused collaboration during staff and CPT meetings to analyze data and plan next steps.
- Correspondence through communication log, CPT and staff meeting agenda notes

Strategies for Leadership Practices

- Consistent communication
- CPT agenda notes
- Staff meeting agenda notes

Measures of Success and Desired Outcomes

- Daily communication log
- Weekly CPT agenda, best practices, and data review
- Monthly staff agenda, best practices, and data review

NCC Secondary 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

Vision: To continue developing a school environment that all students, families, and staff feel safe and welcomed with established communication networks, daily norms, academic and social expectations.

Aspiration for 2022-2023 School Year

Awareness for staff of student cultures and their path arriving here; respecting cultural diversity and understanding of different cultures and trauma when providing for students. Helping students understand and become comfortable with cultural diversity.

Strategies for Positive Climate and Culture

- SGC/SAC meet regularly with students to discuss academic and social/emotional progress and goals.
- Positive meet/greet before and after school
- Student-led morning announcements

Measures of Success and Desired Outcomes

- Decrease in office referrals
- Improved student attendance
- Confidence in speaking will be reflected in ACCESS and student portfolios.

NCC Secondary 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

NCC staff use CPT to review concerns about students to identify if any students are struggling across courses. A portfolio is used to provide evidence of concerns. Goals are established for students and parents are engaged to help students get to where they need to. Students are supported but also helped to have their own agency so that they can gradually advocate for themselves.

Aspiration for 2022-2023 School Year

To teach vocabulary and reading skills to improve overall comprehension

Strategies for Student Specific Supports

- Use academic, SEL, behavior, and attendance data to identify tier 2 and tier 3 supports needed by students. (MTSS)
- NCC staff will teach skills for timed assessments
- NCC staff will teach skills for reading assessments
- NCC staff will teach study and resource skills

Measures of Success and Desired Outcomes

- STAR
- ACCESS
- Imagine Learning
- ELD common assessment
- student portfolios

NCC Secondary 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

NCC teachers accelerate students' academic improvement through thoughtful and culturally responsive instruction, embedded formative instruction, ongoing professional collaboration, and improving the consistency and rigor of curriculum-based reading instruction. Students routinely grow in intellectual skill, confidence, knowledge, and motivation, over the course of each year.

Aspiration for 2022-2023 School Year

Accelerated reading performance among students that is driven from curriculum-based reading instruction and the use of formative assessments.

Strategies for Intentional Instruction

- Weekly support to teachers on lesson planning and instruction
- Modeling through co-teaching

Measures of Success and Desired Outcomes

- STAR
- ACCESS
- Imagine Learning
- ELD common assessment
- student portfolios
- walkthroughs
- peer observations with instructional coach
- evidence of co-teaching in lesson plans
- conversations with staff on what worked/what didn't work

NCC Secondary 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.

NCC Secondary 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.