



Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Julie Taka

Delivering on High Expectations and Outstanding Results for All Students

New Citizen Center for Young Adults 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.



New Citizen Center for Young Adults 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.

We are committed to delivering a rigorous, culturally relevant ELD curriculum while developing a trauma safe community where students feel a sense of belonging, acceptance and value. When such a community exists, students' affective filters are low, and the brain can focus on the acceleration of English language development and literacy and leave NCC YA within 1-2 years, go on to graduate high school college and career ready.

New Citizen Center for Young Adults 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
Celeste Mischenkeo			
William Burns			
Jola Shpani			
Julie Taka			

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	6	February	7
October	4	March	7
November	8	April	4
December	6	May	2
January	3	June	6
		<i>Summer Planning Session</i>	<i>if applicable</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

Priority 1: Change core ELD instructional practices to improve the acquisition of academic English Language for our MLL students

Target 1. Effective, researched based ELD practices for language and literacy development

Target 2. PLCs, ILTs, to review formative and summative data, recognize and apply each other's areas of strength and expertise

Priority 2: Create and maintain a cultural and trauma sensitive community

Target 1. Trauma, the brain and learning connection, and trauma sensitive teaching and learning strategies and principles.

Target 2. PLCs, ILTs, to review formative and summative data, recognize and apply each other's areas of strength and expertise

Key Data and Rationale for Priority Goal(s)

- A strong understanding of the connection between trauma and physical and emotional brain changes will enhance understanding of cultural and trauma sensitive practices.
- Cultural and trauma sensitivity will improve the culture of the classroom, which will in turn, decrease students' stress and allow for more focus and learning.
- Changing Core instruction will be a yearlong goal, but will allow students to better access the curriculum
- Accelerated language and literacy development will also allow better access to the curriculum, helping to get students ready for high school graduation.

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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

Through the ILT and PLC using formative and summative assessment, teachers and the principal identify and prioritize the list of effective practices to begin to change first. As a team, we rely on each other's strengths and expertise as well as research to identify, try out, record results, examine student work, pool ideas and decide how to tweak strategies for our population, or try something new. The PLCs have identified a need for trauma education. A plan has been devised whereby teams of teachers read about trauma, the brain connection, and learning, and discuss and apply it to practice. Each successive meeting begins with a discussion of the results from actions taken from previous meetings.

Aspiration for 2022-2023 School Year

NCC YA aspires to develop a culturally and trauma sensitive community using relevant, research based practices, using the new ELD curriculum and its resources.
We intend to develop a community of teachers dedicated to collaboration for the best instruction possible for our students because of a strong sense of understanding our population and their needs.

Strategies for Leadership Practices

- PLC based on trauma, the brain, and learning
- Researched based relevant best ELD practices
- Diverse school-wide ILT members (5)

Measures of Success and Desired Outcomes

- Students should have less shutdowns, more engagement, become more independent learners measured by observation, grades, language and literacy development, STAR, ACCESS, MCAS, ELD assessment
- Increased engagement, increased cognitive load, independent learning, evidenced by grades, quality of projects, STAR, ACCESS, classroom tests
- Cooperation and collaboration. Giving voice to all members should leave members of our community with a sense of fairness and equity. A common goal to help bond teachers that have not been a team for several years. Measured by the effectiveness and efficacy of the group mission.

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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

A cohesive community where teachers and students feel valued and respected for who they are and accepted for their strengths and are willing to work together to improve each other's areas of need. Open door policy for students and teachers, judgment free zone, open, honest communication, school norms created with students and teachers, value all ways of knowing. Student - teacher mentors, SAC and guidance working closely with colleagues and students. Sense of "Our kids". School motto: "Walk gently in the lives of others. Not all wounds are visible."

Aspiration for 2022-2023 School Year

To improve school culture by building a more culturally and trauma sensitive community using relevant, research based practices and resources.

Strategies for Positive Climate and Culture

- Set schoolwide norms and expectations
- Set restorative meetings as necessary, practice using "I statements in protocol.
- Implement daily mentor check ins

Measures of Success and Desired Outcomes

- Incidents of disruption should go down by 80%.
- Track in school and out of school number of suspensions
- Track disruptions in classrooms
- Track cross team collaboration, respectful interactions, attendance at meetings when necessary.
- Keep track of number of students whose issues have been solved by going to mentor
- Track attendance as positive relationships develop with mentors

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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

All teachers provide a multitude of scaffolds to ensure that students access the core ELD curriculum. Teachers collect data on all student work and progress. They meet in pairs or teams weekly to discuss progress and need for tiered support. Teachers are co-teaching during ELD instruction to provide more targeted support and design learning tasks tailored to individual students' needs based on available data. Students in need of additional help have the option of an after school tutoring program. Universal Design for Learning protocols are part of our planning considerations.

Aspiration for 2022-2023 School Year

- The goal for this school year is to develop and implement best practices and scaffolds so that students receive individualized support to access the curriculum.
- Teachers will acquire enough knowledge of these practices to provide an equitable curriculum so all students' needs are met. As for tiered instruction, it should be happening in such a classroom described above up until an SSP is required.

Strategies for Student Specific Supports

- Use ILT to review and interpret language and literacy data and formulate research based strategies
- Identify best practices that relate to data
- Professional development at monthly faculty meetings

Measures of Success and Desired Outcomes

- Pre and post assessment from new ML curriculum, STAR, formative assessments of reading and writing, student portfolios / WIDA rubrics
- student artifacts assessed with WIDA rubrics
- anecdotal notes
- formative and summative assessments
- Pre and post tests from the ELD curriculum will be assessed. 80% of students should reach a 70% or better.
- Best practices will be tracked with evidence of student work, artifacts, anecdotal notes and WIDA rubrics and be reviewed every 2 weeks at every ILT.
- Administration will do walkthroughs, teachers will do rounds, model classrooms could volunteer to demonstrate a particular strategy.

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INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

A culturally and trauma sensitive community using relevant, research based practices, using the new ELD curriculum and its resources. A community of teachers dedicated to collaboration for the best instruction possible for our students because of a strong sense of who our population is and what their needs are.

Aspiration for 2022-2023 School Year

All teachers will use the new ELD curriculum template for lesson plans to ensure language objectives and academic vocabulary will be taught.

Strategies for Intentional Instruction

- Implementation of new ELD core curriculum
- PD at faculty meetings: Trauma knowledge and cultural sensitivity; the connection to the brain and teaching and learning
- Collaborative, culturally relevant community

Measures of Success and Desired Outcomes

- Classes will be more interactive. 80% student discourse 20% teacher talk.
- Content will be culturally relevant
- Teacher practice should be visibly changed, evidence of trauma sensitive practices and culturally relevant lessons should be ongoing.
- Students should be engaged and more interactive. Scaffolds and Universal Design for Learning will individualize students' needs.
- Teachers have historically not worked collaboratively here. By building a trusting, collaborative community teachers will begin to share ideas, work together for a common focus and share each other's areas of strength. This will be evident at planning times, PLC, and ILTs.

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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.