Academic Center for Transition 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.

Academic Center for Transition 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 Academic Center for Transition provides a safe, supportive, consistent and positive teaching and learning environment that promotes respect for others, respect for self, and tolerance of individual differences. We have a unique school culture, providing a healthy, positive, therapeutic, and supportive teaching and learning environment. By building strong relationships with students and families we have a climate that promotes academic, social - emotional growth, student accountability, and good citizenship, in which all individuals are treated with respect, kindness, acceptance and dignity.
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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Thomas Lindgren</td>
<td>Program Coordinator</td>
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<tr>
<td>Iliana D’Limas</td>
<td>Department Head</td>
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<tr>
<td>Karen Coyle</td>
<td>Focus Instructional Coach</td>
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<tr>
<td>Lynn Hakkarainen</td>
<td>School Adjustment Counselor</td>
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### Meeting Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
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<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>7,21</td>
<td>February</td>
<td>8</td>
</tr>
<tr>
<td>October</td>
<td>11,25</td>
<td>March</td>
<td>8,29</td>
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<tr>
<td>November</td>
<td>17</td>
<td>April</td>
<td>12,26</td>
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<tr>
<td>December</td>
<td>8,22</td>
<td>May</td>
<td>10,24</td>
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<tr>
<td>January</td>
<td>11,25</td>
<td>June</td>
<td>7</td>
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**Summer Planning Session** | **Date to be determined**
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 year. 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

*Continue with implementation for CPS. In year two of CPS we will replace our level and point system with CPS, utilizing spontaneous, emergency and proactive Plan B’s, plan c when appropriate, and plan A when necessary. School year 2023 ACT is working to build on maintaining a school environment that promotes academic and SEL excellence.*

- reduce the number of suspensions
- reduce ODRs
- reduce CPI interventions

### Key Data and Rationale for Priority Goal(s)

With the implementation of CPS, we have been able to move to a more collaborative practice where students and teachers work productively together. This creates a learning environment that promotes high quality teaching and learning and positions our students to be available for learning and to begin closing educational gaps that have existed. Moving away from a level and point system normalizes the school experience for our students, making the transition to a less restrictive setting less difficult when the time comes. Replacing the level and point system with collaborative problem solving teaches our students how to advocate for themselves and helps staff identify the lagging skills in students and how best to teach those skills in order for progress to be made.
# LEADERSHIP PRACTICES

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

## Our Vision for Leadership Practices

We strive to promote, support and model Collaborative Problem Solving in our school by working as a leadership team. By embedding the CPS practices in our school we believe we can create a school environment that supports students academically and social-emotionally.

## Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th></th>
<th>Strategies for Leadership Practices</th>
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| **By the end of the 2022-2023 school year we will move from a point and level system to Collaborative Problem Solving.** | ● Have majority of staff participate in biweekly coaching through CPS Think:kids  
● Classroom teams participating in CPS meetings each Tuesday morning, keeping a binder of CPS plans.  
● Clinical Team reviewing CPS binders on Thursday and providing feedback to classroom teams in a 15 minute check in each week. |

## Measures of Success and Desired Outcomes

- Active participation in the training and completed an APT (Assessment and Planning Tool) for each student in their classroom. Filling out Plan B organizers for proactive Plan B’s.  
- APT’s are up to date and the classroom CPS log is up to date indicating plan B activity. Classroom teams are participating in Plan B conversations in the classrooms.  
- Binders and data reviewed by clinical teams weekly. Clinical staff joins classroom teams on Tuesday mornings as needed to discuss proactive Plan B’s.

# 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 has been to provide students and staff with a school climate that is safe, respectful and kind, where all members are supported in their work and can thrive.

<table>
<thead>
<tr>
<th>Aspiration for 2022-2023 School Year</th>
<th>Strategies for Positive Climate and Culture</th>
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<tbody>
<tr>
<td>*To build a positive school-wide community. *To build positive classroom communities</td>
<td>● Implementation of Responsive Classroom Morning Meeting in all classrooms/ Social Emotional groups each week./ Training New staff in Open Circle curriculum ● Implementation of Group Plan B’s (CPS) ● PBIS /Community Celebrations every week on Friday. Highlighting social-emotional and academic successes of each week.</td>
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### Measures of Success and Desired Outcomes

- All staff trained in the Open Circle curriculum.
- Observation of morning meetings to include feedback
- Ongoing training with responsive classroom 10/7
- Reduction of ODR
- Reduction of suspensions
- Reduction in mobile crisis
- Increased engagement in academic instruction
- Improved parent feedback
- Involvement in weekly PBIS meeting (staff)
- Positive student engagement
Academic Center for Transition Plan to Improve Student Outcomes

- Positive staff interactions with students
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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**

Our long term vision for Student Specific Supports, is to use data to drive instruction and academic interventions in ELA and Math. Currently we use BAS, and STAR data for instruction and interventions with ELA. Teachers utilize LLI to support students in ELA. Progress is monitored through BAS assessments with our FIC. FIC works with classroom teachers to review data and plan prescribed interventions.

**Aspiration for 2022-2023 School Year**

Our aspiration for this year is to replace our conventional point and level system with Collaborative Problem Solving.

**Strategies for Student Specific Supports**

- Use CLC time to review data and plan strategies
- Clinical staff/admin review and feedback of classroom binders
- Planned observation of classroom teams utilizing APT (Assessment and Planning Tool) and Plan B organizers related to problems to be solved.

**Measures of Success and Desired Outcomes**

- Suspension data decreases
- ODR decreases
- CPI decreases
- Binders show an increase in both spontaneous and proactive Plan B’s
- Increase of spontaneous plan B through observation
- Proactive plan B organizers filled out and filed
- Evidence of completed and revisited plan B organizers and APT.

INTENTIONAL INSTRUCTION

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

2022-2023 School Growth Plan to Improve Student Outcomes
### Our Vision for Intentional Instruction

The vision for Intentional Instruction at ACT is to move to all grades having a centers based approach to ELA and Math. Our students are very diverse within each classroom both academically and social-emotionally. Centers based instruction allows all students to access concepts and skills at their level.

### Aspiration for 2022-2023 School Year

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<thead>
<tr>
<th>Aspiration for 2022-2023 School Year</th>
<th>Strategies for Intentional Instruction</th>
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<td>By January all classrooms will have a center based approach to ELA and Math.</td>
<td>PD at beginning of school year on center based instruction for Teachers and IA’s</td>
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<td>Collaboration between Instructional leadership and teachers to support center based instruction</td>
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<td>Staff training staff opportunities throughout the year- Staff observing and participating in other classroom instruction, teachers presenting center plans to colleagues</td>
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### Measures of Success and Desired Outcomes

- Lesson plan review
- Classroom observations
- CLC/FIC collaboration
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 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.