



## Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez  
Principal: Jerri Roach

*Delivering on High Expectations and Outstanding Results for All Students*

### Transition Program 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.



#### Transition Program 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 Transition Program is a safe and nurturing environment that provides students with instruction and support that allows them to gain greater independence in all aspects of life while further developing social, work, and functional competencies. Working in conjunction with individualized planning teams that include student, family, WPS staff, consultants and adult agency representatives, students matriculate from the program with greater opportunities for success in life.

## Transition Program 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
Jerri Roach	Coordinator of Alternative Programs/Transition		
Rick Booth	Transition Department Head		
Kim Samia	Transition Rehab Specialist		
Denis Stephens	Transition Specialist		
Sarah Testa	Transition Specialist		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	9/26/22	February	2/1/23
October	10/5/22	March	TBD
November	11/30/22	April	TBD
December	12/5/22	May	TBD
January	1/18/23	June	TBD
		<i>Summer Planning Session</i>	<i>if applicable</i>

## Transition Program 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

Improve transition planning to best ensure successful student transition to life after school.

- Focus on working more consistently with adult agencies and teams on planning
- Ensure students have the needed supports in place when leaving the program

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

- Need to better track transition planning with adult agency involvement within the last 2 years of student's time in the Transition Program to ensure that students have the needed support in place when they leave school for more positive post school outcomes.
- Students are turning 22 with a viable transition plan in place - and data tracked a year after exiting the program.

## Transition Program 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

All students have a seamless transition into their adult life with a schedule and support in place to reach their highest level of independence. The leadership team is highly visible and connected to the teachers/students/families. The leadership team is involved in each student's transition planning meeting, IEP meetings, goal planning meetings, and Adult agency meetings to ensure that each student has the support in place to make a seamless transition into the adult world.

#### Aspiration for 2022-2023 School Year

Create a Transition/Adult Agency team for Transition Planning Post 22.

#### Strategies for Leadership Practices

- Merge the Instructional Leadership and Adult agency team for transition planning purposes
- Strengthen existing teams through monthly meetings and increased collaboration, structure and documented agendas and follow up

#### Measures of Success and Desired Outcomes

- Monthly meetings held with structured agendas, follow up assignments and notes
- Review quarterly with progress reports and data outcomes and in PLC with Teachers
- Designated students turning 22 transition to life in the community with a viable transition plan developed by the student and team based on student interest and needs
- Data tracking system developed to track students turning 22 and exiting program a year later to determine post school outcomes - data system to be created by the end of the 2023 school year

## Transition Program 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

All students feel welcome, nurtured, and safe. The full array of support staff needed to work with students is present including a SAC, BCBA, OT/PT, SLP, ASSt TECh, and Ed Coach on site 5 days a week. Staff will work together to support individual student needs as outlined in their IEP. The team will utilize a schedule for student service delivery and work collaboratively to deliver services via small groups and 1:1. This is done through staff meetings and trainings and PLC's.

#### Aspiration for 2022-2023 School Year

Increase the number of families/students actively participating in KYSN, IEP planning meetings, Transition Planning meetings, student/school council meetings, and progress meetings.

#### Strategies for Positive Climate and Culture

- Set up meeting calendar with invites for all parties involved
- Student meetings quarterly - staff will work with students on developing agenda items of questions, comments etc to share with the staff and students
- Program Coordinator and Department Head will share program updates at quarterly student meetings

#### Measures of Success and Desired Outcomes

- Student's increasing their level of advocacy and self-determination by having a voice in the continued development of their program
- Students increased involvement in decision making, setting goals, etc for their program
- Students increased level of pride and connection to the mission of the program, and desired outcomes

## Transition Program 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

The Transition staff is skilled in the use of a wide variety of assessment tools and curriculum that enhance our knowledge of student skills and competencies, and are crucial in the transition planning process, and provide us with individualized documentation interventions and support students need. Assessment guides the development of the Transition Planning form and the IEP.

#### Aspiration for 2022-2023 School Year

- Ensure that all teaching staff are well versed in the use of all assessment tools
- Ensure that teachers are well versed in using assessment to guide the development of the Transition Planning Form and IEP

#### Strategies for Student Specific Supports

Review of assessments of each staff person and the TPF and IEP and provide feedback in our PLC along with observations in IEP meeting presentations, review of data sheets, and progress notes.

#### Measures of Success and Desired Outcomes

- Documented training and review of assessment tools, and review of staff's written work and IEP presentations.
- Documented training and review of TPF and IEP development, and review of staff written work and IEP presentations

## Transition Program 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

Long term we want to have a unified data collection system that will track student IEP data in one place. Each student should have an individualized instruction book, with data sheets that are addressed regularly. We can use this data to inform future instruction and improve student learning outcomes. Instruction should be based on the 7 areas of Transition as outlined on the Transition Checklist Communication, Social Skills, Time Management, Rec/Leisure, Travel Training, Personal Care, Vocational Skills and student specific IEP Goals utilizing an array of Transition Curriculum which includes Life Centered Career Education, News2U, Brigance, AfLS, Unique Learning, etc. Instructional strategies are based on student individual need as outlined in the IEP.

#### Aspiration for 2022-2023 School Year

- Identify Unified data collection system to track student IEP data in one place electronically
- Each student has an instruction book with their goals and data sheets and materials

#### Strategies for Intentional Instruction

- Speak to other teachers, administrators, IT to see what they use for data collection and implement our system.
- Training on data collections system and review of progress reports and student objectives.
- Begin input of data
- Each student should have an individual instruction book with their goals and data sheets and materials

#### Measures of Success and Desired Outcomes

Identified a unified data collection system and are able to analyze data that has been collected to improve student outcomes.

# Transition Program 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.



## Transition Program 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.