



Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Mary Sealey

Delivering on High Expectations and Outstanding Results for All Students

Canterbury Street School 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.



Canterbury Street School 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.

Exceeding expectations in supporting the continuous improvement of teaching and learning.

Canterbury Street School 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
Mary G. Sealey	Principal	Kerrie Kelly	Assistant Principal
Karalyn Masiello	Focused Instructional Coach	Brianna O'Hanlon	PreK Teacher
Kathleen Ranaghan	Kindergarten Teacher	Michelle Sheeran	Grade 1 Teacher
Katherine DeForge	Grade 3 Teacher	Alexandra Sprow	Grade 5 Teacher
Jill Boivin	ESL Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	September 12, 2022	February	February 6, 2023
October	October 17, 2022	March	March 26, 2023
November	November 21, 2022	April	April 3, 2023
December	December 19, 2022	May	May 15, 2023
January	January 21, 2023	June	June 5, 2023
		<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: To improve the quality and delivery of standards-based math instruction with a specific focus on grades 5 & 6 to ensure continuous growth for all students.
- Priority #2: To improve the quality and delivery of standards-based writing instruction in Grades 3-6 with a specific focus on conventions to ensure continuous growth for all students.
- Priority #3: To improve school level teaming practices with a specific focus on the development of high functioning grade level teams under the leadership of the ILT.

Key Data and Rationale for Priority Goal(s)

Writing (ELA)

- Overall writing is an area of strength for us as we scored above the state in all grades, some very significantly (8 and 22 points).
- We have identified a writing need area: essay conventions, in which we were below the state in grades 4 and 6. We are going to focus on this in the intermediate grades 3-6, as this is taught in the primary grades and all intermediate students will need to be held accountable for this in their writing.

Math

- While we have identified some bright spots in our math data, we were above the state in certain areas in grades 3-6, we have also identified some important need areas that must be addressed.
- Geometry is a concern for multiple grades. It is often taught near or at the end of the year, so we will need to look at the scope and sequence of instruction to ensure that this important area is taught earlier in the year, prior to MCAS.
- Grades 5 and 6 in particular are in need of support. Both grade levels incurred double digit differences with the state in multiple domains.

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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

Effective teaming has always been a top priority here at Canterbury. It is at the core of all that we do. We take pride in the many compliments we have received regarding our positive culture and climate. As the school leader, it is my priority to ensure that this continues even as we hire many new teachers and staff. To successfully implement a collective, distributed leadership model, it's important to identify areas of strength in teachers. Once these have been identified we can capitalize on these strengths to help us further our school goals. We have a very strong ILT, composed of a group of educators who have many areas of strength.

Aspiration for 2022-2023 School Year

We have many new teachers this year. Our goal is to build strong grade level and PLC teams, composed of teachers who work well together, trust each other, and the teachers, staff, and administrators they work with. This will allow for greater shared responsibility of student outcomes.

Strategies for Leadership Practices

Continue to build a positive school-wide culture and climate so that teachers and staff feel safe and comfortable to express their thoughts during collaboration.

Work to develop strong grade level teams where there is a strong sense of shared student ownership and collective responsibility.

Measures of Success and Desired Outcomes

- High engagement during weekly PLCs
- Committee Agendas
- Vertical Team Observations and Debrief
- Feedback Forms
- PLC Agendas
- Lesson plans
- Student Work
- Assessment Results

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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

Administrators and teachers have clearly established and actively reinforced expectations for student conduct and behavior that supports students' learning and efforts to increase student achievement. Administration, SEL and PBIS teams work closely to ensure that routines and practices are in place and consistently monitored for effectiveness.

Aspiration for 2022-2023 School Year

Continue to build a positive school-wide climate and culture for students where they feel safe to learn and express their ideas.

Strategies for Positive Climate and Culture

- Provide opportunity for staff to have ownership over the school wide PBIS initiative.
- Develop opportunities for students to serve in leadership positions so that they feel a sense of school pride, ownership and have a voice within the school community.

Measures of Success and Desired Outcomes

- Formal and informal observations within the classrooms
- Incentive/behavior plans
- Reduced office referrals
- Student Ambassador Committee
- Agenda minutes
- Feedback from Student Ambassadors

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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

Through work in weekly PLCs, teachers use a variety of ongoing assessment data (formative, benchmark, and summative) to frequently and continually identify students' individual academic needs (e.g., content, or standard-specific academic needs) to provide a rigorous school-wide, student-specific intervention program.

Aspiration for 2022-2023 School Year

Our goal is to continue to ensure that all students are receiving targeted, focused intervention that addresses individual student need.

Strategies for Student Specific Supports

- Teachers analyze instructional data to inform tier one decisions and identify students in need of tier two and three support.
- Targeted, rigorous intervention will be implemented for identified students.

Measures of Success and Desired Outcomes

- Thoughtful insight on student data during PLCs
- Reflection on tier two and three practices and implementation of supports
- RTI progress spreadsheet of identified tier 2 and 3 students
- LLI and Math group progress monitoring
- Demonstration of progress on assessments (BAS, STAR, Common Assessments)

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INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

Under the leadership of the principal and ILT, all teachers and staff share a commitment to effective Tier 1 instruction. This is achieved through thoughtful lesson planning, and focused lessons and teacher clarity.

Aspiration for 2022-2023 School Year

All teachers will implement effective, core, tier 1 instruction school-wide. There is alignment of instructional practices and expectations in grade levels teams. Similarly, our vertical alignment focus work continues to ensure that there is a sound progression of concepts and skills from one grade to the next.

Strategies for Intentional Instruction

- Vertical alignment work where teachers will observe peers at grade level above and below and share feedback at PLC
- Professional development using the HQTLC document to guide in providing high quality instruction

Measures of Success and Desired Outcomes

- Alignment of instructional practices and expectations from one grade to the next
- Walkthroughs
- Observations
- Lesson Plans

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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.