Chandler Elementary 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.

Chandler Elementary 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.

At Chandler Elementary, we foster a sense of belonging where students feel safe to take academic risks in their learning. We maintain an inclusive, positive, and supportive environment, which acknowledges and respects students from diverse families and cultural backgrounds. Students are held to high standards of learning and behavior and are empowered to acquire, demonstrate, articulate, and value the knowledge and skills that will support them as lifelong learners.
Chandler Elementary 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

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Name</th>
<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Jessica Boss</td>
<td>Principal</td>
<td>Heather O’Toole</td>
<td>4th Grade Teacher</td>
</tr>
<tr>
<td>Margaret Murphy</td>
<td>Assistant Principal</td>
<td>Catherine Morse</td>
<td>MLL Teacher</td>
</tr>
<tr>
<td>Amanda Stolberg</td>
<td>Assistant Principal</td>
<td>Elizabeth Bates</td>
<td>MLL Teacher</td>
</tr>
<tr>
<td>Holly Carpenter</td>
<td>Focused Instructional Coach</td>
<td>Ashley Hastings</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Sandra Hall</td>
<td>Focused Instructional Coach</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Julie Kilcoyne</td>
<td>Kindergarten Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keren Azoulay</td>
<td>5th Grade Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judy O’Rourke</td>
<td>6th Grade Teacher</td>
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</table>

### School Instructional Leadership Team Meeting Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Month</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>9/13, 9/27</td>
<td>February</td>
<td>2/7</td>
</tr>
<tr>
<td>October</td>
<td>10/4, 10/18</td>
<td>March</td>
<td>3/7, 3/21</td>
</tr>
<tr>
<td>November</td>
<td>11/8, 11/22</td>
<td>April</td>
<td>4/4, 4/25</td>
</tr>
<tr>
<td>December</td>
<td>12/6, 12/20</td>
<td>May</td>
<td>5/9, 5/23</td>
</tr>
<tr>
<td>January</td>
<td>1/10, 1/24</td>
<td>June</td>
<td>6/6</td>
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*Summer Planning Session TBD*
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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 priority 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

- Teachers will have the skills and knowledge to refine and strengthen clarity practices in all lessons. Teacher clarity allows teachers to create a clear path for students to learn. Teachers will identify learning intentions and success criteria, to help support students in taking ownership of their learning. Students will identify what they are learning, why they are learning it and how they will be successful in their learning, as this is essential for growth.
- Fifty-percent of the students in grades K - 4, will be reading on or above grade-level by June, as measured by benchmark assessments (BAS, STAR). The remaining fifty-percent of students in grades K - 4, will make a minimum of one-year of growth in reading by June.

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

- In analyzing student achievement data (MCAS, BAS, STAR, Common Assessments), it is evident that reading needs to be a critical area of focus.
- At least 80% of students in grades K - 4 are reading below grade level. The lack of reading proficiency not only impacts the ability for students to progress in their learning in literacy (reading and writing), it is also limiting their ability to dig deeper and attack complex, real-world, problems in other content areas, such as math and science.
- In addition, the data shows that pre-requisite skills in reading are lacking, impacting current performance levels across content. Remediating 80% of our students is not an option. It is critical that all stakeholders work to strengthen core instruction for all students and clarity is part of that process. In order to increase the understanding of prior knowledge and future knowledge, it is essential that teacher clarity practices are implemented K-6.
  
  According to Hattie (2009), “implementing teacher clarity correctly results in an effect size of 0.75. This results in almost twice the effect size on one year of formal schooling.” When teachers are clear in their teaching process, students are able to make connections to what they are learning (learning intentions), why they are learning it (knowledge progression) and how they know they are successful in their learning (success criteria).
- Literacy (reading and writing) is essential to learning in all academic areas. Overall, in reading, data shows that students at Chandler Elementary are lacking the foundational skills and are unable to transfer these skills to progress in their learning year-to-year.
- Through analysis of data it shows that students are lacking pre-reading skills, fluency, phonemic awareness, phonics, vocabulary development and comprehension. For students to be proficient readers and writers, intensive work in the five components of literacy are significant and necessary.
- As students transition to intermediate grades, the progression of academic standards are more rigorous in all content areas. Students are challenged to think critically and problem solve independently with the expectation that they take ownership of their learning. Perseverance and stamina are essential across all content areas in learning.
# Chandler Elementary 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

- A high functioning and collaborative instructional leadership team (ILT) that is leading the school in all areas of the learning cycle, planning, teaching, assessing and reflecting/analyzing.
- Professional learning communities (PLCs) are collaborating vertically and horizontally to improve student learning outcomes.

### Aspiration for 2022-2023 School Year

- ILT meetings occur consistently and focus on clarity, but also the elements of the learning cycle - planning, teaching, assessing and reflecting/analyzing.
- PLC meetings occur consistently, and focus on the elements of the learning cycle - planning, teaching, assessing and reflecting/analyzing. Meetings incorporate vertical, horizontal and support teams.
- PLCs are collaborative and incorporate teacher input.
- All meetings and professional learning opportunities have established norms, agendas, goals and follow-up tasks/reflecting on learning.

### Strategies for Leadership Practices

- ILT meets twice a month with a focus on literacy (reading) and clarity
- PLCs meet weekly (vertically, horizontally and with support teams)
- Team communication is transparent and accessible. Agendas are shared in advance with all stakeholders committing to topics. Agendas have norms, goals and follow-up tasks. Documents live in a shared folder accessible to all participants.

### Measures of Success and Desired Outcomes

- Agenda review, meeting minutes, next steps identified and action has been taken
- Teachers have voice in creating topics and goals for meetings (surveys, shared agendas)
- Meeting norms and goals are identified and accomplished
## Chandler Elementary 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

Continue to foster an environment of high expectations and unique learning experiences. Create a learner-centered environment that respects and honors cultural differences and allows students to feel comfortable and to take risks in their learning.

<table>
<thead>
<tr>
<th>Aspiration for 2022-2023 School Year</th>
<th>Strategies for Positive Climate and Culture</th>
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| Acknowledge short-term and long-term academic success and positive behavior choices. Students that help to create a positive classroom or school community are recognized and celebrated. | ● PBIS team includes a variety of staff for collaboration and ideas to celebrate positive behavior choices  
● 365z Kindness Club and Celebrations  
● Focus on ST Math to help students build fluency and problem solving skills in math.  
● Focus on Lexia to build reading skills that are targeted at the students’ individual literacy level.  
● Student council (365z kindness club) incorporates student voice and choice in celebrating a positive culture and climate |

### Measures of Success and Desired Outcomes

- The PBIS team has been established and is working consistently to celebrate positive behavior choices and attendance efforts.
- In partnership with the PBIS team, the 365z mission and focus on kindness is evident every day and celebrated quarterly.
- ST Math is proven to help students build fluency and problem solving skills in math. Lexia helps to build reading skills that are targeted at the students’ individual literacy level.
- Student and whole-class progress is top-of-mind and is celebrated throughout the year.
Chandler Elementary Plan to Improve Student Outcomes

- The student council (365z kindness club) will meet to increase student agency and voice. Students are able to share ideas and suggestions for increasing positive interactions and experiences for all 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

- Students needing support are identified through assessments that show what supports students need, Tier II and Tier III.
- All staff, including MLL, SWD teams and instructional assistants, are implementing research based-programs (LLI, Fundations, STMath, F&P, Math Workshops) to provide just-in-time intervention.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Student Specific Supports</th>
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<tbody>
<tr>
<td>K-6 Multi-tiered System of Supports is in place that is supported by leadership and staff and focuses on reading</td>
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<tr>
<td>Students in K-4 consistently progress in reading (Fifty-percent of the students, in grades K - 4, will be reading on or above grade-level by June, as measured by benchmark assessments (BAS, STAR). The remaining 50% of students, in grades K - 4, will make a minimum of one-year of growth in reading by June.)</td>
</tr>
<tr>
<td>Tier II &amp; Tier III - targeted support that is data driven utilizing research based methods - ESL, SPED, IAs, FICS - (2) 45 minute blocks daily</td>
</tr>
<tr>
<td>After school program literacy and math (2 times per week)</td>
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### Measures of Success and Desired Outcomes

- Progress monitoring, student groups adjusted based on analysis of data
- Monitoring attendance, targeted lesson plans, common formative assessments, data tracking, intentional grouping
# Chandler Elementary 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

- Clarity has been identified as our instructional focus. Clarity has been implemented and teachers are clear in their planning, teaching and assessing. Learning progressions, vocabulary, concepts, skills, learning intentions and success criteria have been identified in all standards.
- Teachers are consistently provided feedback using the walkthrough tool, formal and informal observations and the educator evaluation system.
- Professional development is consistent and aligned to school goals to support all learners.

### Aspiration for 2022-2023 School Year

- Universal support is available to all students with students identifying what they are learning, why they are learning it and how they are successful in learning - clarity.
- Classroom observations are ongoing.
- Lesson plans and assessments are created by all teachers with clarity in mind.
- Professional development is ongoing focused on reading and clarity.

### Strategies for Intentional Instruction

- Clarity is evident in all classrooms
- Grade-level common lesson plans include standards-driven learning intentions, success criteria and vocabulary
- Assessments (success criteria) are daily.
- Professional development is ongoing focused on reading and clarity.

### Measures of Success and Desired Outcomes

- Students can explain:
  - Learning intentions - I am learning
  - Success criteria - I can
  - Knowledge Progression - Why?
  - Vocabulary
- Clarity/expectations are visible
- Grade-level lesson plans are created collaboratively and are shared weekly
- Measurement tools/resources: Data, student work, lesson plans, surveys, PLC, ILT and staff meeting agendas, student work, student behavior

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2022-2023 School Growth 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.
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.