



Delivering on High Expectations and Outstanding Results for All Students

Flagg 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.



Flagg Street School’s 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 Flagg Street School staff are committed to empowering each and every student to become a skilled, proficient learner in a nurturing and safe school environment. Our staff will dedicate their efforts to tackling the challenge of bringing students up to grade level proficiency and beyond. Through carefully crafted core instruction and tiered instruction of literacy practices from kindergarten through grade 6, we will reach our goals.

Flagg 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
Patricia M. Genese	Principal
Patricia Donovan	Assistant Principal
Julie Belisle	Focused Instructional Coach
Pam Brezniak	Kindergarten Teacher
Kathleen Brothers	Grade 1 Teacher
Meg Cotter	Grade 3 Teacher
Mikaela Sullivan	Grade 3 Teacher
Kaitlyn LaPrad	Grade 3 Teacher
Ann Grilla	Grade 5 Teacher
Joseph Cunha	Grade 6 Teacher

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	9/14, 9/28	February	2/9
October	10/12, 10/26	March	3/9, 3/29
November	11/9, 11/16, 11/30	April	4/12, 4/26
December	12/14, 12/21	May	5/10, 5/24
January	1/4, 1/18	June	6/7
		Summer Planning Session	if applicable

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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

- *To improve reading instruction, focusing on grades Kindergarten through grade 2. Our goal is to increase the percent of students scoring at grade-level benchmark level using the Fountas and Pinnell benchmark assessment system, from 57% (at the boy - grades 1-2) to 77% by the end of the school year.*
- *We will focus on Tier 2 instruction for students with disabilities, multilingual learners, and students in early elementary grades of kindergarten, 1, and 2. To increase the percentage of students on track to be proficient in reading at the end of the school year on STAR grade-level benchmark*

Key Data and Rationale for Priority Goal(s)

Flagg Street School will analyze all data sources (Reading assessments including (Benchmark Assessment System) BAS scores, STAR-Early Literacy, Reading, Mathematics, WIDA, MCAS, formative assessments) from the beginning of the year and evaluate student progress throughout the 2022-2023 school year.

It is necessary for all students to have high quality instruction in foundational skills and reading to access all content areas.

The BAS and Star Reading Assessments data shows that across grades 1-6, many of our students are challenged by reading

This data suggests that the staff has to focus their efforts on improving reading proficiency

- Based on the Benchmark Assessment System (BAS) completed in Fall 2022, 43% (46/107) of students in grades 1 and 2 students are below benchmark expectations
- Based on the STAR Reading Assessment completed in Fall 2022, 47% (104/223) of students in grades 2-6 students are partially meeting or not meeting grade level expectations

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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

Flagg Street School administrators and teachers are actively monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement. Our Instructional Learning Team (ILT), grade level and content area teams, and professional learning teams will share responsibility for improving student achievement across all grades and subject areas.

Aspiration for 2022-2023 School Year

Clarity- Collective Efficacy & Shared Leadership

- All teaching staff clearly listing LEARNING INTENTIONS/ SUCCESS CRITERIA/ Objectives in plans and discussing and posting for students
- Creation of teams- (grade level, content, special area) Common Planning Time (CPT) to address skills, content, and assessments throughout the school year
- Teachers participate in professional learning topics/book studies with a focus on literacy and clarity in content areas
- Regular Staff Communication
- Participation in school based professional learning opportunities

Strategies for Leadership Practices

- Implement After Action (AAR) Review Surveys
- Monitor progress on all strategies and key activities in this plan

Measures of Success and Desired Outcomes

Clarity- Collective Efficacy & Shared Leadership

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Flagg Street School- Plan to Improve Student Outcomes

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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

Flagg Street School administrators and teachers are committed to developing a safe, welcoming, and nurturing school environment for students, families, and staff. We will emphasize our Social Emotional Theme for 2022-2023- **Kindness Counts**. Our long term vision is to develop a community where each member feels valued with a strong sense of belonging.

Aspiration for 2022-2023 School Year

- Shared common school-wide behavioral expectations with classroom and teacher specific expectations
- Development of Flagg Street School Family Handbook
- Use of Wednesday Communicator (paper based communication) and creation of Digital Communicator (online resources) to share important information and notices with families
- Daily announcements with "Shout Outs" to recognize positive actions
- Community Partnerships with organizations and institutions of higher education
- Strong Parent Teacher Group (PTG)

Strategies for Positive Climate and Culture

- Recognition- Monthly Kindness Stars (with celebration), Daily "Shout Outs!", Kindness Club School-wide Assemblies
- Community Partners -365z Foundation, Fairlawn Rehabilitation Hospital, UniBank, Assumption University, Worcester State University, College of the Holy Cross
- Perfectly Punctual Award to recognize students who arrive on time daily
- Monthly PTG Meetings, PTG Newsletter, Parent participation

Measures of Success and Desired Outcomes

- Student (Panorama) Surveys
- School/Home Communication Systems

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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

Flagg Street School administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic, social, emotional, and behavioral needs (e.g. content or standard-specific academic needs) in order to provide student-specific, just-in-time interventions, enrichment, and supports.

Aspiration for 2022-2023 School Year

- To support each student's academic, social, emotional, and behavioral needs
- Use of MTSS Tiered interventions and supports to target skills for continuous improvement in literacy and reading
- Universal Screening
- Regular examination of data to make informed instructional decisions

Strategies for Student Specific Supports

- Increase progress monitoring (PM) with STAR, BAS
- Use of Common Planning Time to examine reading data to determine effective, flexible intervention groups.

Measures of Success and Desired Outcomes

- Data Tracking Sheets
- Meeting Minutes/Notes
- Intervention lists

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INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

Flagg Street School teachers and staff are reflective, and intentional about reading and content instruction. Staff analyze a variety of student-specific data to assess the effectiveness of their instruction and teaching strategies and practices and will modify instruction to meet their students' needs as identified. Students will actively engage in learning skills and content in all learning environments. Administrative team and ILT will use a walk-through tool to align feedback, support and professional learning.

Aspiration for 2022-2023 School Year

- All students in all grades receive high quality, standards based instruction
- Learning environments are evidence based, engaging, focused on universal design for learning, culturally responsive and data informed

Strategies for Intentional Instruction

- Classroom instruction is clear, explicit, student-centered and standards aligned.
- Intentional focus on research based reading instruction with voluminous reading

Measures of Success and Desired Outcomes

- Lesson Plans
- Classroom Schedules
- Classroom Observations
- Analysis of Data Sources (STAR, BAS, WIDA, MCAS, FORMATIVE & SUMMATIVE ASSESSMENTS)

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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.