Grafton 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.

Grafton 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.

Our vision is to develop and nurture a passion for learning with engaging, high-quality instruction. Grafton Street School provides an inclusive, welcoming environment so that all students can excel academically, develop positive character traits and achieve independence in literacy and critical thinking. We are continually building the culture of the school where the belief is all students are our students. All students will leave Grafton Street proficient, advanced or making significant progress towards proficiency in Math, Reading, and Science. All students will leave confident, intrinsically motivated and able to apply their skills and knowledge in the world. Our motto is learners today, leaders tomorrow.
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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<tbody>
<tr>
<td>Sarah Hebert</td>
<td>principal</td>
<td>Hailey Longbottom</td>
<td>Grade 6 teacher</td>
</tr>
<tr>
<td>Denise Hurley</td>
<td>FIC</td>
<td>Robin McCann</td>
<td>ESL teacher</td>
</tr>
<tr>
<td>Stephanie Fowler</td>
<td>kindergarten teacher</td>
<td>Marina Burr</td>
<td>special education</td>
</tr>
<tr>
<td>Sarah Stefany</td>
<td>Grade 1 teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Olivia Snow</td>
<td>Grade 2 teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Aaron Pearl</td>
<td>Grade 3 teacher</td>
<td></td>
<td></td>
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<tr>
<td>Lisa Campbell</td>
<td>Grade 4 teacher</td>
<td></td>
<td></td>
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<tr>
<td>Karen Bosco</td>
<td>Grade 5 teacher</td>
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### School Instructional Leadership Team Meeting Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
<th>Month</th>
<th>Dates</th>
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<tbody>
<tr>
<td>September</td>
<td>8, 22</td>
<td>February</td>
<td>9</td>
</tr>
<tr>
<td>October</td>
<td>6, 20</td>
<td>March</td>
<td>9, 23</td>
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<tr>
<td>November</td>
<td>10</td>
<td>April</td>
<td>13, 27</td>
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<tr>
<td>December</td>
<td>1, 15</td>
<td>May</td>
<td>11, 25</td>
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<tr>
<td>January</td>
<td>12, 26</td>
<td>June</td>
<td>8</td>
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**Summer Planning Session** if applicable
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

Based on the increase of multi-language learners, coupled with multiple sources of data, Grafton Street has prioritized three areas for improvement: Vocabulary Development; Student Discourse and Write to Show (writing across the curriculum).

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

Our Instructional Leadership Team has analyzed the data and have set three school-wide best practices to increase literacy, writing skills and achievement across all subjects. In addition, important gaps were identified such as writing and literacy. Both areas are strong indicators of the school and student success and therefore will be a central focus for our Leadership Practices this year. Across our academic data we identified a need for students to access a more developed literacy focused on vocabulary, writing and academic discourse.
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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

Our leadership team fosters a culture of support with a focus on developing collective teacher efficacy. The leadership team leads by example and through a structure of school-wide teams and shared responsibilities. Our teams are high functioning using data to support student academic and social emotional well-being.

Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Leadership Practices</th>
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<tbody>
<tr>
<td>1. Build a culture of shared commitment and support</td>
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<tr>
<td>2. High-functioning ILT</td>
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<tr>
<td>3. Data Meetings, GLM and PD</td>
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- To enhance existing structured teams that meet regularly and use consistent practices and data that result in planned actions to support students.
- To create and routines and opportunities for ILT to monitor and implement classroom instruction and best practices.

Measures of Success and Desired Outcomes

- Teachers report a sense of support by their leadership team
- Students and families report a sense of support by all school staff
- Agendas reflect commitment to meeting schedule, clear decisions and next steps
- ILT is focused on best practices, instruction, peer observations, feedback and data
- Meeting minutes reflect clear decisions and next steps
- Collect and Analyze student data, instruction and feedback
- ILT will create and lead specific Professional Development
## 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 school’s climate and culture has created a safe space for students, families and staff that has clear behavioral norms and expectations that allow students to take academic risks and build the stamina to attend to academic tasks. Our focus will continue to be on creating robust family and student engagement and to develop the relationships that underpin a strong school culture.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Positive Climate and Culture</th>
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<tbody>
<tr>
<td>1. Foster a safe learning environment</td>
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<tr>
<td>2. Expand student voice and decision making</td>
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<tr>
<td>3. Create high functioning family engagement efforts</td>
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### Measures of Success and Desired Outcomes

- Reduce disciplinary actions (suspension, referrals)
- Reduce absenteeism
- Functioning student advisory committee
- 365z student council
- Increased parent involvement through sign-in sheets
- Increase the number of families engaging with school
- Create a high functioning PTO
- Increase the number of during and after-school events focused on academics and family engagement
### Grafton Street School 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

We will have a robust MTSS that identifies students in need of academic, social emotional, and other areas for support through a team structure. The vision for student specific supports includes a school where teachers and staff are monitoring data from multiple sources to identify and target student specific needs, applying scaffolding to all students regardless of designation, collaborating with each other in a collective belief that every student is our student; and when necessary, the formal process for student support is firmly in place.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Identify students in need and plan interventions so that all students will receive the academic, behavioral and social emotional supports needed to succeed at the highest level and create plans monitoring their ongoing progress</th>
<th>Strategies for Student Specific Supports</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Identify student need and monitor student progress</td>
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<tr>
<td>- Strengthen the SSP Process</td>
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<tr>
<td>- Create after school program</td>
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### Measures of Success and Desired Outcomes

- Team agendas/notes reflect that meetings were focused on student need and progress
- Create a 5-Week student data meeting schedule
- Create a weekly schedule for meeting with the SSP team
- Implement after-school program focused on student data and need
Grafton Street School 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

GSS teachers are experts in our instructional best practices: 7-Step Vocabulary, Write to Show, and Student Discourse. All teachers craft intentional opportunities for students to demonstrate knowledge through discourse and writing, as well as providing the necessary vocabulary for building background. These practices are evidenced every day, in every lesson, with every student and are monitored through walkthroughs, formal and informal observations. Teachers are reflective practitioners adapting practices to meet the needs of all students based on multiple data points.

Aspiration for 2022-2023 School Year

- Increase student achievement by strengthening tier 1 instruction in vocabulary, writing and speaking
- Teachers will design lessons with intentional activities to build vocabulary, create opportunities for academic discourse and demonstrate learning through write-to-show activities.

Strategies for Intentional Instruction

- Build collective teacher efficacy starting with ILT
- Create walk through tool
- Ongoing professional development for each best practice
- Monitor the use walk through tool

Measures of Success and Desired Outcomes

- ILT members will become expert learners in each area, bring ideas and messages to their teams; be ambassadors for each practice; present best practices to staff; plan common lessons
- Create Rubrics/Look Fors for best practices
- ILT and/or FIC will present ongoing professional development in each area based on data from the walkthrough tool; will supply each teacher with feedback; supply teachers with ideas to support instruction
- Use walkthrough tool in order to gather data to give educators feedback or to identify and summarize the impact of professional development
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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.
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.