Heard 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.

Heard Street 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.

Heard Street School is committed to share ownership of all students’ academic and social-emotional needs to ensure all of its graduates are equipped for a life of learning.
Heard Street 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>
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<th>Position</th>
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</thead>
<tbody>
<tr>
<td>Cynthia Vail</td>
<td>Principal</td>
<td></td>
<td></td>
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<tr>
<td>Danielle Barry</td>
<td>Teaching AP</td>
<td></td>
<td></td>
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<tr>
<td>Jamie Bullock</td>
<td>First Grade Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bailey Halliday</td>
<td>Fifth Grade Teacher</td>
<td></td>
<td></td>
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<tr>
<td>Barbara Tyldesley</td>
<td>ELL</td>
<td></td>
<td></td>
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<tr>
<td>Charline Herisse</td>
<td>Special Education Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caroline Nash</td>
<td>Third Grade Teacher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Katie Kenbeek</td>
<td>SAC</td>
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School Instructional Leadership Team Meeting Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
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</thead>
<tbody>
<tr>
<td>September</td>
<td>9/14 &amp; 9/28/22</td>
<td>February</td>
<td>2/8 &amp; 2/15/23</td>
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<tr>
<td>October</td>
<td>10/12 &amp; 10/26/22</td>
<td>March</td>
<td>3/8 &amp; 3/22/23</td>
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<tr>
<td>November</td>
<td>11/9 &amp; 11/30/22</td>
<td>April</td>
<td>4/12 &amp; 4/26/23</td>
</tr>
<tr>
<td>December</td>
<td>12/7 &amp; 12/21/22</td>
<td>May</td>
<td>5/10 &amp; 5/24/23</td>
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<tr>
<td>January</td>
<td>1/11 &amp; 1/25/23</td>
<td>June</td>
<td>6/7/23</td>
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Summer Planning Session if applicable

2022-2023 School Growth Plan to Improve Student Outcomes
Heard Street 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 priori 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**

After reviewing and reflecting on current and 2021-2022 school year data, Heard Street’s priority goal is to enhance writing skills across grade levels and all content areas. Heard Street School will strengthen teaching practices in writing through collaboration amongst the ILT, teachers, and support staff. Heard Street School will continue to sustain the sound teaching practices that are yielding positive data.

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

**Key Data:**
- 2021-2022 MCAS results across curriculum show need for improvement in writing
- Formative and informative assessments in grades K-2 show need for improvement in writing

**Rationale for Priority Goals:**
- The students received the least amount of points where they were asked to provide a written response
- PLC Survey results show that teachers heavily requested school wide rubrics, writing assessments, and resources to help support instruction and student needs
# Heard Street 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

The long-term vision for Leadership Practices at our school is to identify successful practices to enhance writing across all grade levels and content areas. Our effective teams will meet in a variety of ways - common planning time for grade level teachers, PLC across all grade levels, and monthly ILT meetings to find ways to educate all students to the highest levels of academic achievement. Another vision is to provide teachers the skill and knowledge to develop and refine systems for inclusive and integrated writing environments for both the educators and the students.

### Aspiration for 2022-2023 School Year

- Shared ownership and responsibility for all students
- A common writing program for the purpose of identifying and filling in the gaps of our school’s current writing instruction
- Meaningful professional development for all staff
- Teachers will feel comfortable self-advocating for guidance in helping students meet academic needs in the area of writing
- Frequent walk throughs monitoring shared practices followed up by constructive feedback and opportunity for discussion and reflection on grows and glows

### Strategies for Leadership Practices

- Shared ownership, practice, and responsibility for all students
- Peer observations with colleagues both in the school and district for the purpose of identifying successful practices in writing instruction

### Measures of Success and Desired Outcomes

- Lesson plans will reflect the common practices
- Student growth shown through schoolwide formal and informal writing tasks.
- Writing Portfolio for Primary Grades to measure and track Grows & Glows
- Pre & Post Writing from Empowering Writers: using their Rubrics to measure growth
Heard Street 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

Staff will encourage and support students' social and emotional well being and recognize positive behaviors through the use of the school-wide OWL card incentives. Heard Street School has established and will maintain a safe and respectful environment for all students that focuses on increasing student achievement. Collaboratively, all staff will clearly establish and actively reinforce behavioral expectations and practices to support students, teachers, and classroom environment, creating an environment that is safe and ready to learn. Negative behaviors will be documented (blue slips) and followed up with appropriate action using a schoolwide form and agreed upon action steps.

#### Aspiration for 2022-2023 School Year

- Heard Street School students will succeed academically while having positive social interactions.
- Decrease the negative behaviors that occur with conflict resolution strategies and support.
- Within this environment students will demonstrate higher levels of self-esteem overall.

#### Strategies for Positive Climate and Culture

- Rewarding the positive behavior exhibited by students in all grade levels.
- Identifying students with social-emotional needs and providing a range of support by utilizing all available and appropriate staff and resources.

#### Measures of Success and Desired Outcomes

- Students will receive OWL cards for exceptional, positive, mindful behaviors, given by all staff members throughout the school. The use of blue slips will decrease problematic situations and negative behaviors across grade levels.
- Feedback from school adjustment counselor, content of SSP meetings, feedback from Special Education Staff meetings, recorded behaviors on blue slips.
# Heard Street 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

Students identified through current data (MCAS, STAR, BAS, ACCESS) as having higher academic needs will be supported through a structured and monitored system in place school wide. All staff, including classroom teachers, special education teachers, support staff, and administration will participate and share ownership of this system through active involvement with the students and active communication with one another. Implementation and maintenance of this system of support will result in academic progress for high needs students in all grade levels and subject areas.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Strategies for Student Specific Supports</th>
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<tbody>
<tr>
<td>• Utilize ILT meetings, PLC time, common planning time, Special Education meetings, and SSP meetings to present and analyze current student data.</td>
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<tr>
<td>• Prioritize support staff for our most populated classrooms, coordinate schedules to accommodate pull out and small group instruction (Tier 2 and Tier 3).</td>
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<tr>
<td>• Provide ongoing opportunities for staff to progress monitor our high needs students through data driven and strategy based discussions in ILT, PLC, and common planning sessions.</td>
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### Aspiration for 2022-2023 School Year

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<tr>
<td>• Maintain current writing strengths and address specific areas of weakness as shown in current MCAS data in order to improve writing for high needs students</td>
</tr>
<tr>
<td>• Maintain current reading strengths and address specific areas of weakness as shown in current MCAS data in order to improve reading for high needs students</td>
</tr>
<tr>
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### Measures of Success and Desired Outcomes

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<tr>
<td>• Meeting agendas, notes, and logs</td>
</tr>
<tr>
<td>• Documented schedule available to all staff, updated regularly</td>
</tr>
<tr>
<td>• Meeting agendas, notes, logs, data results</td>
</tr>
</tbody>
</table>
# Heard Street 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

As a staff we will foster a teaching and learning environment where all stakeholders are actively involved in providing high quality instruction to all students. We will organize and maintain ongoing, data driven communication among staff in order to promote shared ownership of student needs across grade levels and content areas. This communication will also allow staff to address instructional needs on a schoolwide level, with a focus on writing as identified in current data. We will agree upon best practices and make adjustments as needed throughout the year.

### Aspiration for 2022-2023 School Year

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### Measures of Success and Desired Outcomes

- Meeting agendas, notes, and products
- School wide writing rubrics, student work samples
- MCAS, STAR, edCite, formative and summative assessments

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2022-2023 School Growth Plan to Improve Student Outcomes
Heard Street 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.

2022-2023 School Growth 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.