May Street 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.

May 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.

At May Street School, we will develop all students socially, emotionally and academically in preparation for the challenges that they will face throughout their lives. Skills in problem solving, meeting challenges, self-reflection and goal setting will be emphasized. All students will feel a sense of belonging based on opportunities to participate, high expectations, counseling, community events, and the daily exercise of expressing the core values of attitude, effort, kindness and respect relative to being a “May Street Kid.”
May 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.

<table>
<thead>
<tr>
<th>School Instructional Leadership Team Members</th>
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</thead>
<tbody>
<tr>
<td>Name</td>
</tr>
<tr>
<td>Luke Robert</td>
</tr>
<tr>
<td>Lisa Tiscione-Rodriguez</td>
</tr>
<tr>
<td>Maria Beaudette</td>
</tr>
<tr>
<td>Erin McKernan</td>
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<tr>
<td>Gena Vigliotti</td>
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<tr>
<td>Jill Samia</td>
</tr>
<tr>
<td>Jimmy Nguyen</td>
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<thead>
<tr>
<th>School Instructional Leadership Team Meeting Schedule</th>
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<tbody>
<tr>
<td>Month</td>
</tr>
<tr>
<td>September</td>
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<tr>
<td>October</td>
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<td>November</td>
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<tr>
<td>December</td>
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<tr>
<td>January</td>
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May 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 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 the consistency and rigor of standards-based ELA instruction, focusing on grades 3-6. Our goal is to increase the percent of students scoring at grade-level benchmark on School-based assessments focusing on MCAS indicators utilizing Empowering Writers practices, data, work sample review and rubric calibration to assure consistency throughout.

A second priority is to improve math skills in geometry through incidental opportunities presented throughout the school day.

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

<table>
<thead>
<tr>
<th>MCAS ELA data:</th>
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<tbody>
<tr>
<td>Grade 4 24% proficient</td>
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<tr>
<td>9% low income meeting</td>
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<tr>
<td>13% high needs meeting</td>
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<tr>
<td>Grade 6 29% proficient</td>
<td></td>
</tr>
<tr>
<td>12% EL/Former EL meeting or exceeding</td>
<td></td>
</tr>
<tr>
<td>19% high needs meeting or exceeding</td>
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</tr>
<tr>
<td>Grade 3 Geometry</td>
<td></td>
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<tr>
<td>School average 1.1 points earned</td>
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</tbody>
</table>

- Overall calibrate rubrics and share data and scores through a vertical content team.
  - Reasoning: solidify our practice to eliminate judgment and subjectivity.
- Focus on high needs and low income students through tier 2 and tier 3 practices.
  - Reasoning: To assure that all students have equitable, meaningful and effective access to the curriculum being presented with the opportunity for success.
- Align practices across grade levels to increase consistency utilizing identical signage and language.
  - Reasoning: to create a vertical approach so that students do not have to adjust from year to year.
- Utilize rubrics, BAS, ACCESS and other indicators to gain a better understanding of ML and former ML students.
  - Reasoning: Assess ML and former ML students more effectively and more frequently to determine understanding of ELA concepts and conventions.
## May Street Plan to Improve Student Outcomes

| | In Geometry identify methods for students to learn through incidental opportunities and frequent practice.  
| |  - Reasoning: Geometry often overlooked due to when it appears in the scope and sequence. |

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2022-2023 School Growth Plan to Improve Student Outcomes
# May 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 May Street leadership team is composed of teachers and school personnel who bring a spirit of collaboration and determination to develop and sustain our school programs socially, emotionally and academically, from kindergarten through grade 6. Through the ILT short term and long term planning assist us in creating a culture of equity, belonging and excellence.

### Aspiration for 2022-2023 School Year

Our goal is to increase data accountability at all levels through our content teams and PLCs.

### Strategies for Leadership Practices

- Hold bi-monthly PLCs
- Monthly Content Team Meetings
- Continue to build our climate and sense of belonging around our core values of attitude, effort, kindness and respect.

### Measures of Success and Desired Outcomes

- Clear PLC schedule and accountability through use of a targeted agenda and notetaking with designated outcomes.
- Meeting agendas focused on instructional practices
- Teachers reporting out on those practices and success or failure
- Schedule of celebrations and acknowledgements
# May 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

Engage all stakeholders in creating the vision for the school by focusing on climate, culture through social, emotional and academic aspects that contribute to students’ growth and achievement.

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Increase parental participation in all aspects of the schools operation to assure that they maintain their stake in the school and the decisions and actions that impact their children.</th>
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</thead>
<tbody>
<tr>
<td>Strategies for Positive Climate and Culture</td>
</tr>
<tr>
<td>● Rebuild our PTO (MayCO) with membership that reflects the school population</td>
</tr>
<tr>
<td>● Host multiple community events</td>
</tr>
<tr>
<td>● Utilize Communication Systems Effectively</td>
</tr>
<tr>
<td>● Social/Emotional Supports</td>
</tr>
</tbody>
</table>

### Measures of Success and Desired Outcomes

- Designate or elect community members to positions
- Attendance at events
- Reports/Data/teacher logs from Facebook, Email, Dojo Remind, Connected, translation services
- School Adjustment Counselor log
- BIP (plan development)
- Check and Connect Data
## May 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

May Street will take a long term approach to developing support for our students utilizing the district guidance and resources manual, specifically the MTSS, UDL and SSP processes to provide equitable standards based educational opportunities for all our learners.

### Aspiration for 2022-2023 School Year

Based on data review we will increase our capacity to instruct students through tier two and tier three practices.

### Strategies for Student Specific Supports

In order to determine student success we will utilize STAR, BAS, Unit Assessment, formative assessments and anecdotal notes on a frequent pre-determined timeline to monitor progress.

### Measures of Success and Desired Outcomes

- BAS and STAR provide on time detailed data points for us to determine the need for multi-tiered instruction.
- Classroom formative assessments provide real time data points to determine student understanding.
- ST Math and Lexia Indicators
- Based on MCAS, disaggregation and analysis of results to target specific standards through Pearson Next practice tests and Teacher made prompts and questions.
- Strategy sessions derived from student data will lead discussions and actions from all team meetings.
- Use of SSP
- Process setting goals and objectives to assist learners using tier 2 and 3 practices.
## INTENTIONAL INSTRUCTION

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

### Our Vision for Intentional Instruction

Collaborative teams will work to develop, implement and monitor standard/research/evidence based best practices relying on data review at all levels and across all subjects to create a clear and concise understanding for students as they advance from grade to grade that incorporates the MTSS approach.

### Aspiration for 2022-2023 School Year

To continue to develop vertical alignment of best practices in all content areas through a team approach in ILT, PLC and Content teams

### Strategies for Intentional Instruction

- Continue with the Intentional use of Assessments to drive instruction
- Provide high quality core instruction that promotes and embeds culturally responsive teaching practices and Structured English Instruction (SEI) in all classrooms
- Analyze student work to determine flexible grouping

### Measures of Success and Desired Outcomes

- Pre and Post Assessments
- MCAS Scores
- Lexia Reports
- Formative Assessments
- ACCESS
- Student Learning Outcomes
- Lexia Reports
- Classroom Assignments
May 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.