Francis J. McGrath Elementary 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.

Francis J. McGrath Elementary 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.

At Francis J. McGrath Elementary School we believe that education is the door to a brighter future for our students and our community. We are dedicated to preparing our students to be lifelong learners who can think critically, solve problems, and make positive contributions to society.
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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>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Elizabeth Merchant</td>
<td>Principal</td>
<td>Stacy Patsis</td>
<td>Grade 2</td>
</tr>
<tr>
<td>Francis Gribbons</td>
<td>Assistant Principal</td>
<td>Carolyn Sacco</td>
<td>Grade 5</td>
</tr>
<tr>
<td>Hafsa Dandia</td>
<td>Focused Instructional Coach</td>
<td>Karen Davis</td>
<td>Special Education</td>
</tr>
<tr>
<td>Kim Antoni</td>
<td>Grade 1</td>
<td>Shelly Mitchell</td>
<td>English as a Second Language</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
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<tbody>
<tr>
<td>September</td>
<td>9/26</td>
<td>February</td>
<td>2/6</td>
</tr>
<tr>
<td>October</td>
<td>10/7, 10/17</td>
<td>March</td>
<td>3/6, 3/20</td>
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<tr>
<td>November</td>
<td>11/7, 11/21</td>
<td>April</td>
<td>4/3, 4/24</td>
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<td>December</td>
<td>12/5</td>
<td>May</td>
<td>5/1, 5/15</td>
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<tr>
<td>January</td>
<td>1/9, 1/23</td>
<td>June</td>
<td>6/5</td>
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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

Francis J. McGrath students will...
- become stronger writers, producing written work that is both compelling and clear.
- become stronger readers, striving to comprehend both fiction and non-fiction grade level or higher text.
- become stronger math problem solvers, solving multi-step complex real world problems.

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

Approximately $\frac{1}{4}$ of our grade 3-6 students are performing at grade level according to MCAS which indicates a priority area of need for core instruction in both ELA and Math.

Writing scores averages 1.8 out of 7 possible points in grade 3-6 indicates a strong need in both developing topic development as well as mechanics.

Fountas & Pinnell data suggests more students performing at grade level (compared to MCAS). This data also encompasses K-2 students. Despite the increase, the majority of students are scoring below or approaching grade level.

When looking specifically at grades 3-6, 50% are scoring at or above grade level. With more students performing at grade level according to F&P as opposed to MCAS, this suggests a number of possibilities such as the need to improve skills in synthesizing text, writing about text, and also the possibility of further training and calibration in assessment data collection.

Similar to ELA MCAS, approximately $\frac{1}{4}$ of our grade 3-6 students are performing at grade level which indicates core instruction is an essential priority. Furthermore, students struggled with multi-step problems as well as constructed responses.
# Francis J. McGrath Elementary School 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 Francis J. McGrath leadership is to establish a strong sense of shared leadership that embraces habits of looking at data, discussing data, setting action plans in response to the data, and reflecting on those outcomes. Additionally, the vision is for leadership to be collaborative, effective communicators, continuously striving to improve, and motivated to improve outcomes for ALL students.

### Aspiration for 2022-2023 School Year

By the end of this school year we aim to have created a strong instructional leadership team that meets regularly and leverages the work that is done in this small group to impact teaching practices throughout the entire building.

<table>
<thead>
<tr>
<th>Strategies for Leadership Practices</th>
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<tbody>
<tr>
<td>- Creation of a high functioning ILT</td>
</tr>
<tr>
<td>- Utilize an effective data cycle during ILT</td>
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### Measures of Success and Desired Outcomes

- Post-session feedback surveys
- Meeting agenda and minutes for PLCs and PD
- Data tracking sheets
## 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

Students at Francis J. McGrath will be respectful, responsible, kind, and safe. Teachers will develop positive relationships with their students and will foster positive relationships amongst peers.

### Aspiration for 2022-2023 School Year

We aim to increase positive peer interactions and reduce negative ones and also to strengthen positive student-teacher relationships.

### Strategies for Positive Climate and Culture

- Unified approach to morning meeting
- Implement “Stop Walk Talk” anti-bullying strategies

### Measures of Success and Desired Outcomes

- Observations
- Teacher and student feedback
- Office discipline referrals
- SAC referrals
# Francis J. McGrath Elementary 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

McGraths long term vision for student specific supports is to create a culture of productive collaboration that focuses on strategic data analysis, response, and reflection. Our goal is to be able to identify the individual strengths and needs of students and to collaborate to plan instruction that will ensure all students are accessing and making progress with grade level content.

### Aspiration for 2022-2023 School Year

This year we aim to ensure all teachers fully understand SSP and leverage that knowledge to build productive habits around student specific goal setting, progress monitoring, and instruction.

### Strategies for Student Specific Supports

- PD regarding SSP process
- Implement consistent and effective SSPs

### Measures of Success and Desired Outcomes

- Staff meeting agenda and minutes
- Teacher surveys
- Completed SSP forms
- Schedule
- Meeting minutes
Francis J. McGrath Elementary 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

McGrath’s long term vision for intentional instruction practices is to develop consistent practices amongst all teachers that leads all students through rigorous grade level lessons and activities.

### Aspiration for 2022-2023 School Year

This year we aim to accomplish a consistent observation and feedback cycle that helps teachers grow as educators and also informs the leadership team about strengths and areas of needs as it relates to instruction. We also aim to strengthen our PLCs so that we can collaborate on student work and use that to calibrate instruction and ensure instruction is providing consistent access to grade level content that is leading to student’s academic progress.

<table>
<thead>
<tr>
<th>Strategies for Intentional Instruction</th>
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<tbody>
<tr>
<td>• Consistent and effective PLCs</td>
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<tr>
<td>• Frequent walkthroughs</td>
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### Measures of Success and Desired Outcomes

- Agenda and minutes
- Student work
- Walkthrough tool
- Feedback notes
Francis J. McGrath Elementary School 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.