Midland 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.

Midland 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.

Midland Street School will design an Instructional Program that aligns with District best practices and school-based initiatives; to improve instruction and opportunities for students to apply their learning.

All students at Midland Street School will demonstrate ownership of their learning and make significant progress toward proficiency in all academic areas. All students will leave Midland Street School with a sense of intrinsic motivation as both a learner and a facilitator. Demonstrating the ability to apply their skills and knowledge in the world.
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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<tbody>
<tr>
<td>Christina Guertin</td>
<td>Principal</td>
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<tr>
<td>Tara Dexter</td>
<td>Focus Instructional Coach</td>
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<tr>
<td>Mary Malley</td>
<td>Teacher</td>
</tr>
<tr>
<td>Ann Robert</td>
<td>5th Grade Teacher</td>
</tr>
<tr>
<td>Lynnette Nieves-Velazquez</td>
<td>4th Grade Teacher</td>
</tr>
<tr>
<td>Jamie Finn</td>
<td>2nd Grade Teacher</td>
</tr>
<tr>
<td>Robyn Towner</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Jesica Farmer</td>
<td>ESL Teacher</td>
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### School Instructional Leadership Team Meeting Schedule

<table>
<thead>
<tr>
<th>Month</th>
<th>Dates</th>
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<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>August</td>
<td>8/26/22</td>
<td>February</td>
<td>2/7/23</td>
</tr>
<tr>
<td>September</td>
<td>9/6/22, 9/20/22</td>
<td>March</td>
<td>3/7/23, 3/21/23</td>
</tr>
<tr>
<td>October</td>
<td>10/4/22, 10/18/22</td>
<td>April</td>
<td>4/4/23</td>
</tr>
<tr>
<td>December</td>
<td>12/6/22, 12/22/22</td>
<td>June</td>
<td>6/6/23, 6/20/23</td>
</tr>
<tr>
<td>January</td>
<td>1/3/23, 1/17/23</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 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

Midland Street School will continue to improve grade level proficiency across the area of ELA and Math.

- We will address reading comprehension and reduce the percentage of students identified as “intervention and urgent intervention” as measured by the STAR assessments.
- We will address the areas of Geometry, Measurement and Data, Operations and Algebraic Thinking Numbers and Operations - Fractions and reduce the percentage of students identified as “intervention and urgent intervention” as measured by the STAR assessments.
- We will implement the co-teaching (pilot) model of instruction in grades 1,2 and 4 to address the areas of need, for all students especially ESL (current and former) and Special Education students to improve their ELA skills as measured by STAR assessments.

Key Data and Rationale for Priority Goal(s)

ELA MCAS data indicates a need for growth in Selected Response / Multiple Choice questions in the area of Reading and Language when comparing Midland Street School to the State.

Student ELA performance declined in grades 3-6 (-19% decrease in Exceeding and Meeting and an increase of +17% of students in Partially Meeting and Not Meeting on ELA MCAS (comparing 2021 and 2022)

ESL Student ELA performance declined in grades 3-6 (-12% decrease in Exceeding and Meeting and an increase of +31% of students in Partially Meeting, and -17% decrease Not Meeting on ELA MCAS (comparing 2021 and 2022)

Student absenteeism was high in SY22 due to multiple factors including disengagement and covid-related illness.

MATH MCAS data indicates a need for growth in Selected Response (SR) / Short Answer (SA) questions in the area of Geometry, Measurement and Data, Operations and Algebraic Thinking and also Numbers and Operations - Fractions when comparing Midland Street School to the State.

MCAS Math data indicated that Midland Street School students in grades 3-6 present at or above the district and state. However, when
disseminating grade level item analysis, there were 18 instances of SR and 10 instances of SA questions where we did not perform at or above the state. (comparing 2021 and 2022)

Our staff meets regularly (staff meetings, ILT, Grade level Meetings, and PLC’s) and their input is leveraged through surveys and feedback throughout the year. The feedback from last year indicated a need for more teacher collaboration in means of planning time. For SY22-23, we developed a schedule where all grade levels had 2 - 3 common prep periods a week as well as vertical planning across grade levels.

District Co-Teaching pilot has been started this year. ESL students in grades 1, 2, and 4, regardless of EPL level, will be receiving ESL services in the regular classroom without being pulled out. This past summer the teachers participating (Grades 1, 2 and 4 and ESL) in the Co-Teaching Pilot were offered a district professional development over the course of a week in which they were able to plan units together. The Co-Teachers in the pilot have built in planning time during the school day to plan together along with a monthly district based planning session (align and design). The MLL building coach will support instruction and learning practices. The MLL coach will provide bi-weekly support to the ESL and classroom teachers.

Based on our data and feedback (from staff, students, and community members), our academic data identified a need for students to access a more developed and robust way of learning. Our past instructional practices have not provided enough of a focus on student led/facilitated learning and/or collaborative teaching and learning.

Through walkthroughs and observations, as well as staff and student input, a common trend indicates there was a lack of stamina and student engagement. These were areas that demonstrated a need to improve. In addition, student feedback was sought out to indicate their preference of learning style. This information allowed for teachers at Midland to use the student input, what their wants and needs were and implement(ed) changes when necessary. Instructional practices continue to improve through the means of UDL, MTSS, student led learning and the transfer of ownership to the students. These are strong indicators of both school and student success and therefore will be a central focus for our Instructional / Leadership Practices this year.
## Midland Street 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

Our leadership team fosters a culture of support and a focus on helping students and staff be the best they can be. The leadership team leads by example and through a structure of school-wide teams and PLCs. School teams will continue to work to be high functioning and use data to support student academic and social emotional well-being. Our teams consist of school admin and teachers. We continue to build trust among team members by releasing responsibility to staff as they are leading PLC’s and grade level planning meetings based on their needs and the needs of students. School leadership checks-in regularly with staff to ensure everyone feels supported and welcomes constructive feedback. Staff feels comfortable communicating with the administration and leadership team (regardless of topic).

### Aspiration for 2022-2023 School Year

<table>
<thead>
<tr>
<th>Measures of Success and Desired Outcomes</th>
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<tbody>
<tr>
<td>• Agendas and meeting minutes which support improvement structures at all levels (school-wide, teacher, staff and student improvements)</td>
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<tr>
<td>• ILT members share out/bring back information to/from other non-ILT member staff.</td>
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<tr>
<td>• Staff surveys, staff and student feedback, walkthroughs, observation data and lesson plans.</td>
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<tr>
<td>• Agendas and meeting minutes which are clear, relevant, related to data and improving student outcomes.</td>
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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

Our vision is to develop well rounded, confident and responsible individuals who aspire to achieve their full potential. We will do this by providing a welcoming, happy, safe, and supportive learning environment in which everyone is equal and all achievements are celebrated.

### Aspiration for 2022-2023 School Year

We will strive for a positive school culture where we feel energetic and upbeat. This will include teachers and students/families/community partners working well together, strive to achieve common goals, and share strong community bonds.

<table>
<thead>
<tr>
<th>Strategies for Positive Climate and Culture</th>
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<tbody>
<tr>
<td>• Enhance student choice, allow input into some events at the school level.</td>
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<tr>
<td>• School-wide Positive Behavior Interventions and Support</td>
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<tr>
<td>• Families / Community Involvement:</td>
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<tr>
<td>• School Advisory Council, PTO, classrooms will participate in activities that involve families and/or community partners, provide families with newsletter / communication about school and classroom happening/events</td>
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### Measures of Success and Desired Outcomes

- Increase in the number of families engaging in PTO or school based events as compared to the last few years.
- Increased student engagement in afterschool programs and clubs.
- Increase in students who are answering SEL questions with positive answers (during Morning Meeting or Check Ins)
- Reduced number of absent students / tardiness
## Midland 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

Midland Street School will implement and adapt district protocols, visions and missions. We will develop school wide plans for student success using MTSS, UDL and data to drive instruction and provide flexible support/groups to students who need them.

#### Aspiration for 2022-2023 School Year

We will focus this year on using student data to drive instruction, provide support, refine lesson planning and identify students who may need tier 3 support and/or SSP referrals.

#### Strategies for Student Specific Supports

- Data Meetings - identify student needs and monitor progress
- PLC
- Planning
- Grade Level Meetings -
- Offer tutoring to students who may require more than the core instruction
- Use Scaffolding / ESL support strategies during planning and instruction in all academic areas especially, during the Co-Teaching model of Instruction

#### Measures of Success and Desired Outcomes

- Agendas
- Data from assessments (District and classroom based as well teacher anecdotal records)
- Tutor schedules / Tutor input and feedback and student movement from groups.
- Assessment data (District, teacher and tutor)
- Co-Teaching model, ACCESS tests, WIDA Can-Do’s

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2022-2023 School Growth Plan to Improve Student Outcomes
# Midland 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

Midland Street staff will continue to grow their practice to embody the mindset that teaching to ALL students includes incorporating UDL methods, CO-Teaching strategies, Scaffolds and opportunities for student led learning. At Midland Street school we will continue to develop students’ skills in order to be effective communicators, readers and thinkers. Instruction will be targeted to student needs and will engage ALL learners in high-quality, complex grade level tasks. Students will be provided the opportunity to demonstrate knowledge through varied methods as well as become owners/facilitators of their own learning.

### Aspiration for 2022-2023 School Year

ALL students will make gains towards grade level proficiency in all subjects. This will be done through the design and implementation of lessons in all grade levels. Teachers will design and implement engaging grade level lessons across content areas (in both co-teaching and SEI classes) that will foster student ownership of learning and include choice and voice. Students will have ownership of their learning (how they learn and how they demonstrate understanding).

### Strategies for Intentional Instruction

- Classroom Observations / Walkthroughs / Peer Observations
- Use of UDL practices in lessons and planning
- ILT Book Study for Teacher Clarity
- Data Dives
- Use of the HQT2 protocols: High Quality Instruction, Culturally Responsive, Co-Teaching Model of ESL Instruction

### Measures of Success and Desired Outcomes

- District walkthrough Tool data
- Classroom observations
- Book Study agenda/feedback
- Student work samples
- District based assessments (STAR, BAS, Edctie)
- Lesson Plans
- Observations

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