



Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Tammy Boyle

Delivering on High Expectations and Outstanding Results for All Students

Jacob Hiatt 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.



Jacob Hiatt 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.

All students come to JHMS with gifts and talents that we must foster so that every child is well positioned to find their purpose and live a meaningful life where their dreams can come true.

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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.

School Instructional Leadership Team Members			
Name	Position	Name	Position
Tammy Boyle	Principal	Thomas Giampapa	TMSN- Grades 4-6
Martha Dewar	Assistant Principal	Madi Cyr	Technology Teacher K-6
Amanda Martinez	Focused Instructional Coach	Joanna Cronan	Music Teacher K-6
Julie McVoid	Teacher- Kindergarten	Audra Gaul (left JHMS February 2023)	ESL Teacher
Danielle Svendsen	Teacher- First Grade	Kathryn Zingarelli	Teacher- Fifth Grade
Jennifer Conlon	Teacher- Second Grade	Kristi Martin	Special Education Teacher- SAIL

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	09/23/22	February	02/10/23
October	10/14/22, 10/28/22 (10/27/22 asynchronous)	March	03/03/23, (03/17/23- canceled) (03/02/23 asynchronous)
November	11/18/22	April	04/14/23 (04/13/23 asynchronous)
December	12/09/22 (12/08/22 asynchronous)	May	05/12/23, 05/26/23 (5/25/23 asynchronous)
January	01/06/23, 01/20/23 (01/19/23 asynchronous)	June	06/09/23

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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

Implement STEAM curriculum and instructional practices

Key Data and Rationale for Priority Goal(s)

Several studies examined the impacts of hands-on, authentic engagement with STEAM subjects and found positive impacts for students including in the areas of engineering, literacy and reading, numeracy and math, writing, vocabulary development, as well as the arts and social emotional development.

Having a schoolwide focus improves collective efficacy which has significant impact on student achievement (John Hattie).

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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

Strengthen collective efficacy of the JHMS staff with a school-wide focus on STEAM.

Aspiration for 2022-2023 School Year

- We will strengthen the definition of our magnet which will focus our instruction on STEAM. We will be able to answer what we are all about when people ask what our magnet is!
- We will utilize a rounds model so teachers can share best practices and get constructive feedback from one another

Strategies for Leadership Practices

- We will strengthen the definition of our magnet which will focus our instruction on STEAM. We will be able to answer what we are all about when people ask what our magnet is!
- We will utilize a rounds model so teachers can share best practices and get constructive feedback from one another

Measures of Success and Desired Outcomes

- We will have an agreed upon and district approved magnet that incorporates STEAM.
- Teacher survey (CE-Scale)

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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

Students will establish and maintain healthy relationships in a safe and positive environment.

Aspiration for 2022-2023 School Year

Using the PBIS (STAR) model as a foundation we will develop consistent SEL practices to build socially competent students which will support STEAM education.

Strategies for Positive Climate and Culture

- Develop an SEL team
- Implement SSP
- Implement consistent PBIS practices

Measures of Success and Desired Outcomes

- Reduced discipline referrals
- Reduced SPED referrals, increased student achievement (STAR, MCAS)
- Panorama, reduced discipline referrals

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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

Student Specific Supports Practices will be data-informed, consistently monitored and reviewed, and adapted and flexible based on the given student need. The school will have a system for reviewing all student district assessments (spreadsheet) throughout the year; shared with the team working with that grade level. This data will be reviewed with teams to guide the next steps in planning and instruction for the students. This includes support with additional small group instruction, explicit teaching/lessons, IT supports for programs that provide individual practice.

Aspiration for 2022-2023 School Year

Be proactive in meeting ALL students' academic and social-emotional needs.

Strategies for Student Specific Supports

- Utilize the "problem of practice" protocol to increase teacher's understanding of the appropriate implementation of MTSS
- Streamline collection of data
- Utilize the coaching model as needed

Measures of Success and Desired Outcomes

- Reduction of SSP referrals
- Improvement in data presented during SSP meetings.
- BAS, STAR, MCAS data
- Frequency of coaching sessions and modeling lessons

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INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

Implement a STEAM model of instruction that promotes UDL and empowers students to ask thought provoking questions that promote creativity and exploration and to connect problem solving to real world solutions.

Aspiration for 2022-2023 School Year

All teachers will implement at least 2 STEAM units of instruction this year which will focus on the engineering design process, collaboration, and communicating ideas to an audience.

Strategies for Intentional Instruction

- Embedded PD
- Creation of STEAM Lab

Measures of Success and Desired Outcomes

- Lesson plans, classroom observations, and teacher reflections, student work, and MCAS data. In grades 4-6 we will see an improvement in the scoring of Open Responses. All students will show at least 50% or higher in the student growth percentile.
- Use of STEAM Lab

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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.

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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.