



Worcester Public Schools
2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Daniel St. Louis

Delivering on High Expectations and Outstanding Results for All Students

University Park Campus School’s 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.



University Park Campus School’s 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.

University Park Campus School exists to provide a first-class education to a traditionally disadvantaged population. Students will be taught to read, write, and think on their own, with the realization that hard work develops a strong intellect. Every single student pursues a rigorous academic program consisting of all honors classes. At the same time, instruction is individualized to connect to each student’s particular level of development. The mission at UPCS is to produce students who are confident and who understand that desire and hard work beat adversity.

The vision of University Park Campus School is for each student to graduate prepared for success in college and careers. This includes the ability to work collaboratively with different people, to communicate effectively in a number of formats, to think independently, to persist in difficult tasks, to be reflective, and to contribute to society in a positive manner. Students should have plans to pursue post-secondary studies, and they should have all the confidence and skills necessary to pursue those studies successfully.

As an institution, the goal of UPCS is to continually reflect upon both our successes and our shortcomings, and to use this reflection to revise instructional practices to best serve our students.

University Park Campus School's 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 | | | |
|--|--|------|----------|
| Name | Position | Name | Position |
| Daniel St. Louis | Principal | | |
| Kaitlin Kelley Snow | Focused Instructional Coach/Testing Specialist | | |
| Jody Bird | Biology Teacher/Computer Science Teacher | | |
| Jessica Murphy | School Nurse | | |
| Jeremy Shulkin | High School English Teacher | | |
| Lynnel Reed Powell | Head Guidance Counselor | | |
| Alyssa Conti | Middle School Math Teacher | | |
| Lauren Colwell | School Adjustment Counselor | | |

| School Instructional Leadership Team Meeting Schedule | | | |
|---|-----------|--------------------------------|-----------------------------------|
| Month | Dates | Month | Dates |
| September | 9/7/2023 | February | 2/1/2023 |
| October | 10/5/2023 | March | 3/1/2023 |
| November | 11/2/2023 | April | 4/5/2023 |
| December | 12/7/2023 | May | 5/3/2023 |
| January | 1/4/2023 | June | 6/7/2023 |
| | | <i>Summer Planning Session</i> | <i>TBD- based on availability</i> |

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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

The priority at University Park for the 2022-2023 school year is minimizing the achievement gap between EL and Non-EL students.

- To increase collaboration and planning time between EL teacher and other content area teachers.
- To increase number of EL students meeting or exceeding expectations on 10th Grade ELA MCAS.

Key Data and Rationale for Priority Goal(s)

Data:

- ELs - in HS biology 3 of the 5 students did not meet expectations. 80% of ELs partially met or did not meet expectations.
- 10th Grade ELA: Non-EL= 67% meeting or exceeding expectations vs. EL= 11% meeting or exceeding expectations.
- 10th Grade Math: Non-EL= 33% meeting or exceeding expectations vs. EL= 0% meeting or exceeding expectations.
- 8th Grade ELA: Non-EL= 29% meeting or exceeding expectations vs. EL= 0% meeting or exceeding expectations.
- 8th Grade Math: Non-EL= 38% meeting or exceeding expectations vs. EL= 33% meeting or exceeding expectations.

Rationale:

Analyzing data at University Park can be a challenging task because of the limited number of students in each grade. It is sometimes difficult to identify trends because of our small size. For example, the performance of 2-4 students can greatly change the percentage of students meeting and exceed expectations on the MCAS exams. The priority area that we identified comes from a close look across multiple grades and various pieces of data. Standardized test scores were just one factor in our decision to focus on EL students. In addition to this, it was observed that EL students have a higher percentage of students in the, “excessive” and “chronic” categories of absences. Furthermore, teachers expressed a genuine interest in increasing collaboration with the EL teacher in order to gain more strategies for effectively teaching the students in front of them. If University Park intends to hold true to the school mission and vision, we must ensure that all learners have equal access to the curriculum and that our instruction is meeting the needs of a small, but diverse, student population.

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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

The vision for leadership at University Park Campus School is to ensure that all staff members feel that their voice is heard and they have the power to create positive change. Effective teams need to be in place and there should be a space for everyone to contribute and bring their ideas and expertise. University Park Campus School has a small staff, therefore there are many opportunities for to share the responsibilities for ensuring that improvement strategies are implemented. The ILT is strategically made up of administration, the instructional coach, the guidance counselor, the adjustment counselor, the school nurse, grade level team leaders and PLC coordinators. The structure of the ILT ensures that any issue that comes up in teams can be brought to school leadership in a timely fashion. Department PLCs provide opportunities for staff members to meet with fellow content specialists and work on improving instruction within their classrooms. Department PLCs will have the ability to analyze data, do research, plan lessons, ensure vertical alignment and participate in any other activity that will benefit their students. The goal of grade level team meetings will be to discuss student progress, plan interventions/CPS meetings and collaborate on projects and interdisciplinary lessons. All meetings should have agendas and norms to ensure that members stay on task. Meetings should also wrap up with, "next steps" which include a plan to check in on progress towards team goals.

Aspiration for 2022-2023 School Year

University Park would like to include more voices in the development of our school improvement plan and ensure that the plan becomes a living document with the faculty. Departments would like to use meeting time to collaborate on curriculum mapping to ensure proper vertical alignment within subjects. PLCs will ensure that data analysis is happening regularly and data will inform PLCs next steps. Some PLC data will come from the rounds process.

Strategies for Leadership Practices

Growth Plan: Members of the faculty have a voice in the creation of the growth plan and consistently reflect on progress towards achieving goals.
Department Mapping Work: Work with departments to make a schedule that incorporates ample time for team to engage in curriculum mapping.
PLC Data Analysis: PLCs will ensure that data analysis is happening regularly and data will inform PLCs next steps.

Measures of Success and Desired Outcomes

The faculty will set time aside throughout the year to check in on progress made towards the goals of our growth plan. We will monitor and track progress towards goals using a google form. There will also be time at the end of the year for a reflection and self-assessment of our progress towards goals set forward in the improvement plan. The department-wide goal will be achieved when every course is mapped using our new school-wide curriculum map format. The PLC goal will be achieved when each PLC has successfully hosted at least 3 rounds and have reflected on which strategies increase rigor and engagement in classes. PLCs should have meeting agendas that feature analysis of a wide range of data, data should be analyzed using protocols. Meeting agendas should include time for data analysis and discussing priority areas for growth, as well as key takeaways and next steps.

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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

University Park would like to continue to build upon our already positive school climate and culture. One of University Park's great strengths is the culture that is already in place. Overall, students and staff are respectful and there is very open communication. University Park has well-established expectations rubrics that are used in all classes across the curriculum. University Park also uses the acronym, "OSNAP" to encourage students to reflect on their behavior, preparedness and focus. One goal that University Park has is to recreate our expectations rubrics in a form that will be more accessible to our younger (middle school) students. Furthermore, University Park would like to increase parent and community involvement in the school. Ideally, University Park would like to have open lines of communication with parents and ensure that they feel welcomed in the school, the school would like to host more events that would encourage family involvement. University Park faculty would like to train all students in grades 7 through 12 on conflict management. This has been identified as a need throughout the school, specifically post-Covid. The adjustment and guidance counselors will plan a training and follow up activities/check-ins.

Aspiration for 2022-2023 School Year

University Park would like to work on the development of a middle school friendly version of the expectations rubric by the end of the year. University Park will use the, "Remind" system and the new advisory model to ensure that parents receive information from the school on a regularly basis. University Park faculty would like to create a school-wide training on conflict management to help students negotiate problems with faculty, peers, etc. in an appropriate and productive way.

Strategies for Positive Climate and Culture

- **"Remind"**
Increase communication with caregivers.
- **Expectations Rubric**
Create a new version that is more suitable/accessible for middle school.
- **Conflict Resolution Training**
Create a school-wide training to help students navigate conflict that is presented by the adjustment and guidance counselors. There will be follow-up activities.

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Measures of Success and Desired Outcomes

Faculty members are in communication with caregivers at least once a month via the, “Remind” application or phone calls. Parents have a greater idea of the activities that are going on at school as well as their own students’ progress. The “Remind” application has a system for tracking usage. University Park will monitor usage of the app and ensure that families are being contacted. The evidence that the middle school rubric is completed will be a product that is available for review by the entire faculty by June 2023. This will be considered a success if the new rubric can be done before the summer and be ready for implementation in the middle school in the fall of 2023. This goal will be achieved when the guidance team is able to present to all classes in the school. Students will also have the ability to reflect on the training to ensure that they took away meaningful lessons and helpful conflict resolution techniques.

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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

University Park would like to ensure that all students receive appropriate and timely interventions to address lagging skills. In order to accomplish this University Park faculty will meet as grade-level teams and discuss student concerns and analyze data regularly. Interventions may be done on a large scale (whole class) level or individual basis; University Park will utilize the MTSS process. Teachers will have access to a wide range of data including formative and summative assessments which will help determine where interventions are necessary. The school guidance counselor, adjustment counselor and nurse will attend meetings regularly to discuss any social emotional and/or health concerns. University Park would like to continue to work on Collaborative Problem Solving and use this method to help students create a plan to address lagging skills. The staff of University Park would also like to develop a system to track CPS interventions with students and find a way to check in regularly on the progress of these interventions. University Park faculty would also like to see an increase in communication and collaboration between EL and Special Ed teachers and regular education teachers. Time should be put aside for grade-level teams to meet with EL and Special Education teachers in order to collaborate for planning or address specific concerns.

Aspiration for 2022-2023 School Year

University Park would like to use CPS on a regularly basis as a means to improve student achievement and address specific lagging skills. Teachers across all grades level would like to analyze a multitude of data in order to determine where specific supports and interventions should come into play. UPCS will use the MTSS model to ensure that supports are put in place and all students are able to access the curriculum. University Park would also like to create more time for collaboration between Special Education and EL teachers with regular education staff. Faculty would like time with these teachers to discuss specific students and their needs and also to use their expertise to help plan classes that ensure all students are successful.

Strategies for Student Specific Supports

- **CPS (Collaborative Problem Solving)**
Use the CPS model to help students address lagging skills.
- **Grade-level MTSS;** Grade level teams will meet to analyze data and decide where interventions need to occur. Team will enact interventions based on a variety of data including formal assessment data, classwork, observations, etc.
- **EL and Special Ed Collaboration;** Regular education teachers will meet regularly with EL and Special Education teachers to discuss specific student concerns and/or plan lessons.

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Measures of Success and Desired Outcomes

University Park will use a google form to track the use of CPS and how students are making progress on their lagging skills. Faculty will have time each week to enter data into the form. We will know students are making progress if their lagging skills begin to improve. University Park faculty will know that these strategies are working by looking at the data and seeing if improvements are made. Teachers will look at data at multiple points throughout the year. Successful interventions should mean that students are receiving higher grades, are more engaged in school and classes and are doing better on formal assessments. Evidence that this strategy is working will be EL and Special Education students making progress in classes and being able to access the curriculum in all classes. Further evidence will be performance on assessments and interim/quarter grades.

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INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

University Park would like to take a very close look at rigor over the course of the 2022-2023 school year. Grade-level teams and department PLCs will spend time looking at assessments and assignments with a focus on rigor. Departments will look to ensure that students are developing the skills they need in each class so that they are prepared for the classes that lie ahead. University Park would also like to ensure that all teachers are utilizing the school-wide common instructional practices. New teachers at University Park will be able to observe these strategies through instructional rounds that are hosted by PLCs. The school-wide common instructional practices are; collaborative group work, writing-to-learn, scaffolding, multi-layered questioning, classroom talk and literacy circles. University Park will also utilize teacher-specific coaching this year, specifically with newer staff members. These staff members will have many opportunities to have their classrooms observed and feedback provided. They will also have the opportunity to observe classes of other staff members. Teachers will work with the instructional coach in order to address areas that they feel could use improvement.

Aspiration for 2022-2023 School Year

University Park would like to ensure that all classes are rigorous and students are acquiring the skills that they need to be successful as they move on in their schooling. In order to ensure that rigor is appropriate and students are making progress on the UPCS expectations rubric all teachers should utilize the UPCS Common Instructional Practices. Students will become familiar with these strategies and develop their skills as effective communicators, group members, writers, readers, thinkers and questioners as they progress through their schooling at UPCS. Teachers will continue to work on their lesson development, instructional practices and lesson delivery in order to offer classes that are accessible, yet challenging for all learners.

Strategies for Intentional Instruction

- **Focus on Rigor**
Ensure that rigor is appropriate in all classes and students are acquiring knowledge and skills they will need to be successful in next steps.
- **Common Instructional Framework**
Teachers will utilize the UPCS common instructional framework to provide classes that are engaging, appropriately challenging and help build the skills that are part of the school-wide expectations rubric.
- **Teacher Specific Coaching**
Focused Instructional Coach will work with specific teachers on their lesson planning, instructional practices and lesson delivery.

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Measures of Success and Desired Outcomes

Formal and informal assessments that are given throughout the year will help illustrate whether or not a student is acquiring the skills and knowledge they need. Lesson plans that offer multiple points of entry for a variety of learners, but are rigorous at every level are evidence that this strategy is in place. Lesson plans from all classes that showcase UCPS common instructional practices. Rounds and data from classroom observations where common instructional practices are being implemented. Evidence that instructional coach has met with teachers will be in coaching logs. There will also be observation data that teachers will produce when attending rounds or sitting in the class of another teacher. Other evidence would include lessons that were co-planned with coach.

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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.

Worcester Public School Transition Plan for Assisting Preschool Children (Elementary only)

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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.