



Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Ishmael Tabales

Delivering on High Expectations and Outstanding Results for All Students

Union Hill 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.



Union Hill 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.

Union Hill School promises to provide a safe and positive learning environment where all children are recognized for their unique talents and attributes. Our culturally diverse student body, rich in talent will succeed with guidance and support from highly trained staff. All Union Hill students will show growth in their ability to think, create, and design while engaged in a thoughtful, rigorous and challenging curriculum.

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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
Ishmael Tabales	Principal	Cristina Giovannangelo	Grade 2 teacher
Carolan Kasper	Assistant Principal	Kimberly McLaughlin	Kindergarten teacher
Bethann Trychon	Instructional Coach	Nefees Kosak	MLL teacher
Kevin Brennan	Instructional Coach		
Heather Fitzgerald	Grade 5 teacher		
Eliza Shea	Grade 4 teacher		
Dinah Macy	Grade 4 teacher		
Jennifer Baldassarre	Grade 3 teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	9/6, 9/20	February	2/14, 2/28
October	10/11, 10/25	March	3/14, 3/28
November	11/15, 11/29	April	4/11, 4/25
December	12/6, 12/20	May	5/16, 5/30
January	1/10, 1/24	June	6/1, 6/12

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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 year. 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

Union Hill School will work to improve Grade 3 Literacy and address the needs of Multilingual Learners as the priority with measured interventions.

Key Data and Rationale for Priority Goal(s)

59% of grade 2 students were not meeting grade level according to Fountas and Pinnell benchmark EOY.

83% of BOY for grade 3 are not meeting grade level based on STAR data

After review of the cohort data, only 17% of students in grade 3 are currently meeting at grade level benchmark according to STAR.

62 % of current grade 3 students are MLLs.

Our review of 2022 EOY BAS data indicates over half of last year's 2nd graders were below grade level. The results of this year's 3rd grade BOY ELA STAR data showed the same cohort of students were still currently performing below grade level. Due to the large population level 3 and 4 ELL students being pulled out of the core ELA block for services, this is greatly limiting their ability to meet the grade level standards. The data indicated a need to refine literacy instruction by **utilizing the co-teaching model**.

Additional analysis of academic data has shown that the prior ELA model, which included whole-class instruction and heterogeneous grouping during the CIA program, failed to address the academic needs of all learners. Therefore, **strategically grouping students and utilizing an intensive skills-based workshop model** will increase student's literacy skills and enable them to achieve.

We chose grade 3 to monitor progress for the next few years based on the time lost on learning during covid.

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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

Union Hill School leadership and staff operate professionally in a community of shared responsibility and continuous collaboration. Professional development and support are provided to ensure that staff have the skills to use and interpret a variety of assessment and other data in order to contribute to various school teams. There is robust collaboration that establishes and implements both consistent and effective teaching strategies.

Aspiration for 2022-2023 School Year

Utilize ILT to review school wide data and approaches to best address areas that need to show more growth and progress.

Continue to build on teacher leaders to establish a stronger sense of community where staff feel comfortable to share their ideas for the betterment of the teaching community.

Strategies for Leadership Practices

Teacher input and led professional development: During faculty meetings have an opportunity for teacher led professional development; FICs and Assistant principal created a professional development staff survey to identify areas of staff learning; ILT members will monitor data and suggest school-wide PD

Continue to build on a collaborative ILT: Invite staff members to join the ILT; Have the team decide on the vision of the ILT; Hold biweekly ILT meetings

Share in the responsibility and ownership of decision making: ILT members will share out the minutes of agenda to their teams; Give teams an opportunity to structure their CPT to best suit their needs for instruction; CPT members will facilitate their own meetings

Measures of Success and Desired Outcomes

Use surveys and agenda notes as well as informal discussions
Utilize the data from staff surveys
Walkthrough tool, observations, and staff feedback

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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

To provide a safe, positive, and collaborative culture where a high-quality learning environment creates conditions for effective teaching and learning. We will provide a welcoming environment for a happy, safe, and collaborative climate where everyone is equal and feels supported.

Aspiration for 2022-2023 School Year

We will continue to foster a positive environment where students, families, community members, and educators work towards the common goal of improvement

Strategies for Positive Climate and Culture

Continue to build our 365Z Kindness for positive supports throughout whole school: 365Z Teacher Committee; 365Z Student Club; Monthly and Quarterly Celebrations

Enhance Family engagement: Continue to be a Welcoming School where we greet families every morning and families are comfortable to speak to staff when needed; We will plan consistent family events so the community can come into the school and see student work; Wrap-Around Newsletter/ Classroom apps, twitter, Facebook will continue to be additional forms of communication

Give students authentic representation in school-based decisions through a Student Advocacy Group for student choice and events.: Student surveys for student choice; Meeting times and agendas; Plan after school activities and school spirit weeks

Measures of Success and Desired Outcomes

Increase the number of parents in school through events, programs and council meetings.
Utilize student surveys to take action and make necessary positive changes based on the responses.
School council meeting agendas will be geared towards improving the priorities of safety, budget, and academic achievement.

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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

Union Hill frequently and continuously assesses student academic needs and provides student specific interventions.

Aspiration for 2022-2023 School Year

We will focus on our system for identifying student needs and identifying progress
Refine lesson planning and identify students who may need tier 3 support and/or SSP referrals

Strategies for Student Specific Supports

Identify student needs and monitor progress: Implement Leveled Literacy Interventions grades 4-6; Double dose Foundations grades K-2 and co-teaching in grade 3; Data collection (Tier 1) to determine implementation impact. Tier 2: implementation of Tier 2 evidence-based intervention fitting the individual's learning profile; additional data collection; Tier 3: review data and recommend measurable Tier 3 goals (if needed) and when to reconvene to review progress

Offer high quality after school literacy tutoring with Catapult: We will review our EOY 22 data as well as BOY 23 while comparing and contrast to look at gaps for improvements; Implement high quality after school tutoring with Catapult

Implement co-teaching model with UDL strategies for MLLs: We will provide Professional Development in regard to co-teaching and UDL throughout the school year; We will create the most effective schedules for co-teaching; Plan to address and focus lesson plans with UDL strategies; Develop a virtual library of model UDL lessons that use technology to remove barriers in the classroom

Measures of Success and Desired Outcomes

Decrease the number of students identified as intervention in STAR reading, BAS, and common assessments;
Fewer students reading below grade level;
Decrease the number of students missing core instruction

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INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

Teachers use and analyze a variety of student-specific data to assess the effectiveness of their instructional strategies and practices and modify instruction to increase student ownership in the classroom.

Aspiration for 2022-2023 School Year

Educators will construct well developed lesson plans during common planning time and GLTs.

Students will take ownership of their individual learning while showing progress in literacy ability.

Strategies for Intentional Instruction

Implement walkthrough tool: Use walkthrough tool informally and share instructional feedback with teachers; Involve ILT members to observe peers using walkthrough tool and provide feedback; Peer observation using walkthrough tool or Analyze data from walkthroughs to plan PD

Use UDL practices in classroom: Teachers implement UDL strategies into weekly learning plans; Develop a virtual library of model UDL lessons that use technology to remove barriers in the classroom; Provide students varied opportunities to choose how to demonstrate knowledge of grade level standard

Teachers will design and implement engaging lessons that reflect the variability in student learning: Teachers will meet during common planning time to construct well developed lesson plans; Incorporate technology-based learning within lessons

Students will set goals and take ownership in their learning: Continuous progress monitoring of targeted groups; Utilizing and dedicating time at the end of a lesson for student reflection; Goal setting based on data to improve student ownership

Measures of Success and Desired Outcomes

Walkthrough tool; Coaches meetings; CPT; Lesson Plans; BAS; STAR; District benchmarks; ILT

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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,

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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)

Worcester Public Schools (WPS) support a transition plan for assisting preschool children to school-wide Title I program, 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 program.