Vernon Hill 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.

Vernon Hill 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.

We are committed to reducing the literacy gap so that all students leaving Vernon Hill will be empowered to embrace learning, value knowledge, and acquire skills that will enable them to be lifelong learners and contributors to the global community.

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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**
Craig Dottin	Principal	Sara Hollingshead	Grade 4 Teacher
Kelly Boyd	Assistant Principal	Katherine Jacques	Grade 4 Teacher
Kate Aselton	Focused Instructional Coach	Una Belau	Grade 3 Teacher
Megan Wheeler	Focused Instructional Coach	Nicole Hamel	Grade 2 Teacher
Jen Selzo	Teacher of Moderate Special Needs	Deborah Denman	Grade 1 Teacher
Karen Benson	Teacher of Moderate Special Needs		
Patrick Hickey	Grade 6 Teacher		
Donila Cule	Grade 5 Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	**Dates**	**Month**	**Dates**
September	Sept 19	February	Feb 13, Feb 27
October	Oct 24	March	March 13, March 27
November	Nov 14, Nov 28	April	April 10
December		May	May 8, May 22
January		June	Jun 12
		Summer Planning Session	*if applicable*

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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

By June 2023, 65% of Vernon Hill students will be reading at or above grade level as measured by Benchmark Assessment.
- The academic targets for the 2022-2023 school year will be to improve:
- the quality and quantity of student writing through targeted instruction
- small group reading instruction
- listening comprehension and vocabulary through the interactive read aloud

Key Data and Rationale for Priority Goal(s)

Based on the 2021-2022 End of the Year Data Review and the fall 2022 data, we feel there is an overwhelming need to focus on the literacy skills of our students.
- As measured by Benchmark Assessment in fall 2023, 74% of students in grades 1 through 6 are reading below grade level.

- As measured by the 2022 ELA MCAS, 11% of students in grades 3-6 met the grade level expectations.

- Students in grade 3-6 earned no more than 21% of the possible points in the Writing portion of the 2022 ELA MCAS

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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 Instructional Leadership Team composed of the administration and teacher leaders work collectively as the driving force in improving instruction and student learning by developing the vision, goal setting, and design of strategies and the monitoring of progress.

Aspiration for 2022-2023 School Year	Strategies for Leadership Practices
A strong Instructional Leadership Team in which all grade levels are well represented. ILT members will lead their grade level team in analyzing student data, plan instruction and monitor the effectiveness of instructional practices.	- The Instructional Leadership Team will provide professional learning focused on what teachers need to know and do in order to support student learning. - The Instructional Leadership Team will work with Grade Level Teams to improve the practice of using data to track student achievement, support teachers to interpret and use data to actively monitor student progress and support teachers to make informed decisions about how to meet the needs of their students. - The Instructional Leadership Team will participate in classroom walkthroughs using the district walkthrough tool and Instructional Rounds on a specific instructional focus.

Measures of Success and Desired Outcomes
- Professional Development Calendar   - Grade Level/Data meeting agendas and meeting notes   - Lesson plans   - District Walkthrough Tool Data   - Instructional Rounds Data

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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

The school community uses practices that reflect and reinforce positive student conduct, and these practices are consistently implemented, assessed, and refined to ensure a safe, orderly and respectful environment for students and collegial, collaborative, and professional culture among teachers.

Aspiration for 2022-2023 School Year	Strategies for Positive Climate and Culture
Develop a school culture in which all members (students, staff, and families) have a collective ownership in supporting the behavioral expectations of the school community.	- Increase opportunities (PTO, Curriculum events, AAA Awards, After-school programming) for parent/family involvement in order to provide a sense of school ownership. - Create and implement the Vernon Hill Behavior System that outlines the routines, procedures and expectations for maintaining a positive, nurturing and supportive environment.

Measures of Success and Desired Outcomes

- Increase in parent participation the PTO
- Increase in parent participation in after and during school events
- Reduction in number of Office Discipline referrals
- Increase in time on learning due to increase in student on-task behavior
- Consistent expectations and routines exhibited by staff and students

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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

There is a highly organized school-wide system for collecting and reviewing assessment data to identify students' individual academic needs in order to provide appropriate student specific interventions and supports. Student progress is frequently and continually monitored to modify and make adjustments to interventions as needed.

Aspiration for 2022-2023 School Year	Strategies for Student Specific Supports
Grade level teams work collaboratively to use data from common standards based assessments to inform lesson plans which include scaffolds and supports as well as targeted interventions for specific students and student groups.	• Execute a well-defined Student Support Process in which roles, expectations, and timelines are defined, communicated and upheld. • Teachers will provide targeted interventions, regularly monitor student progress, and make adjustments as needed.

Measures of Success and Desired Outcomes

- Student Success Process Data
- Lesson Plans
- Walkthrough Tool
- Formative Assessment Data
- Student Success Process Data

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

Our Vision for Intentional Instruction

Improve the quality of literacy instruction based on grade level standards in order to increase the number of students reading at grade level.

Aspiration for 2022-2023 School Year	Strategies for Intentional Instruction
Teachers will work together to develop standards-based lessons using instructional expectations driven by data to develop appropriate activities that are tailored to support the learning needs of all students.	• Administration will identify teachers that may need additional support using walkthroughs and formal/informal observations, and the review of lesson plans. Teachers will be provided specific, actionable feedback, and opportunities for professional learning and peer observation. • Grade level teams will use data to design and engage in improvement cycles.

Measures of Success and Desired Outcomes

- District Walkthrough Tool Data
- Lesson Plans
- Informal/Formal Observations
- STAR Reading/Early Literacy
- BAS
- Formative Reading/Writing Assessment Data

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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.