



## Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez

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*Delivering on High Expectations and Outstanding Results for All Students*

### West Tatnuck 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.



## West Tatnuck School Plan to Improve Student Outcomes

### West Tatnuck 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.*

#### **VISION**

West Tatnuck School strives to provide high quality instruction that promotes the academic and social-emotional growth of each student by fostering the interests, styles, and cultures of all scholars through a safe, collaborative, innovative, and intellectual learning environment. Scholars will develop into driven, lifelong learners who are responsible citizens of their community.

#### **MISSION**

West Tatnuck school-wide commitment is to ensure that all classrooms reflect a joyful, safe, inclusive, engaging, and intellectual environment that is rooted in student-centered learning with a focus on reading, responding, and higher order thinking skills across all content areas. Students will show measurable growth in their ability to read grade level text with deep understanding and explain their thinking to demonstrate comprehension. This will be achieved through the implementation of a common set of standards-based instructional best practices and measured by a variety of standardized and informal assessments.

#### **INSTRUCTIONAL FOCUS**

The West Tatnuck School team will implement research-based instructional practices for high quality teaching and learning across all content areas. This includes grade specific strategies on how to read carefully, think deeply about the information, gather evidence, and how to write, respond, or persuade coherently.

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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
Joyce Elia-Renaud	Principal	Pamela Stukowski	Grade 1 Teacher
Courtney Hastings	Assistant Principal	Justine Rogers	Teacher of Moderate Special Needs
Nancy Goldstein	Focused Instructional Coach	Pamela Henriquez	ELL Teacher
Ann Marie Faiola	Grade 5/6 teacher	Denise Deneault	Teacher of Moderate Special Needs
Andrea Kneeland	Grade 5/6 teacher		
Jennifer Finnerty	Grade 4 teacher		
Beth Vargas	Grade 3 teacher		
Melanie Wheeler	Grade 2 Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	September 22, 2022	February	February 17, 2023
October	October 28, 2022	March	March 31, 2023
November	November 18, 2022	April	April 28, 2023
December	December 16, 2022	May	May 26, 2023
January	January 27, 2023	June	June 9, 2023

## West Tatnuck School Plan to Improve Student Outcomes

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

**Priority #1:** To Improve the quality and delivery of standards-based and culturally relevant instruction to all learners, with an emphasis on multilingual learners and students with disabilities. (focus on teacher clarity)

**Priority #2:** To Improve school-level teaming practices and the use of data to inform core and student-specific instruction, including establishing high-functioning Instructional Leadership Teams. (focus on teaming)

To implement and refine our ELA and Math curriculum and instructional focus through research-based practices for high quality teaching and learning, standards-based lesson planning and teaching, culturally responsive approaches while infusing Universal Design for Learning (UDL) Frameworks.

### Key Data and Rationale for Priority Goal(s)

MCAS DATA; STAR Assessments; formative assessments, analysis of student work samples, and progress monitoring procedures, were utilized to determine the next steps in our school's growth plan.

To improve the consistency and rigor of standards-based math instruction, focusing on grades 4-6. Our goal is for students to demonstrate at least 50% median growth percentile (SGP) based on BOY data.

Math is a focus area that showed a relative weakness in comparison with ELA performance across all grade levels as well as in comparison to school-wide performance prior to remote learning (2019). Additionally, grade 5 (currently 6) students displayed the most improved performance on math, compared to grade 4 (currently 5) students who displayed the least progress in the area of math.

ILT's analysis of school's various data points combined with analysis conducted by district curriculum liaisons, indicated the need for a more robust and structured leadership development in order to refine the implementation of core instruction in ELA, writing, and math blocks with a particular focus on Math instructional practices and student-centered models for teaching, ST Math implementation, Fountas and Pinnell, LLI, and writing across all content areas with a particular focus on enhancement of inclusive practices using Universal Design for Learning (UDL) Frameworks.

## West Tatnuck School Plan to Improve Student Outcomes

LEADERSHIP PRACTICES	
<i>The school has established a community of practice through leadership, shared responsibility, and professional collaboration.</i>	
Our Vision for Leadership Practices	
Develop and implement a clear system of distributive leadership structures and develop systematic teams that are committed to assume shared responsibility for improving student achievement.	
Aspiration for 2022-2023 School Year	Strategies for Leadership Practices
Establish clear school-wide goals, mission, and vision statements corresponding to instructional focus while capitalizing on Instructional Leadership Team (ILT) as a catalyst for systematic changes in instructional and non-instructional practices.	<p>Strategy 1: Improve the effectiveness of ILT meetings and objectives by clearly defining the purpose and foci.</p> <p>Strategy 2: ILT members develop renewed school vision, mission, and instructional focus in correspondence to data analysis in order to create strategic &amp; systemic approaches to attain them.</p> <p>Strategy 3: Utilizing developed vision, mission and instructional focus, ILT members along with school leadership/admin team, will clearly communicate and ensure effective implementation of instructional practices, using district walkthrough tool, lesson planning, data analysis and monitoring across all grade levels and classrooms. Teachers will select a topic that best suits their interest in a yearlong PD to develop shared practices.</p>
Measures of Success and Desired Outcomes	
<p>Indicators 1- Meeting agenda, establish norms, roles, define goal of ILT</p> <p>Indicators 2- Meeting notes; School vision; School mission, and school instructional focus</p> <p>indicators 3- implementation of district walkthrough tool, lesson planning, and development of West Tatnuck School teacher resource guide</p>	

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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

Build a shared understanding and trust around behavioral expectations and practices and empower/develop teacher capacity regarding SEL support and interactions with students to promote inclusive and culturally responsive practices.

#### Aspiration for 2022-2023 School Year

An enhanced understanding of inclusive practices with regards to academic and non-academic practices.

#### Strategies for Positive Climate and Culture

Strategy 1: With guidance from ILT members, teachers will foster a sense of community in their classrooms

Strategy 2: Fostering student agency, and student-voice

Strategy 3: Building a community as a school-wide initiative.

#### Measures of Success and Desired Outcomes

- Indicators 1: Monthly meetings, agendas, morning classroom meetings and closing circles,
- Indicators 2: Weekly SEL meetings with AP, SAC, to review behavioral data, check and connect monitoring measures
- Indicators 3- Monthly school-assemblies, community partnerships with outside agencies (i.e., DA office, etc.), partnership with high school students and local colleges/universities.

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STUDENT SPECIFIC SUPPORTS	
<i>The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.</i>	
<b>Our Vision for Student Specific Supports</b>	
Develop and implement processes to facilitate multi-tiered systems of support, infuse UDL frameworks, embed inclusive practices through redesigned structures, redefined student support processes, practice, resources, and ongoing monitoring of impact of tiered interventions.	
Aspiration for 2022-2023 School Year	Strategies for Student Specific Supports
Implement research-based instructional practices across all areas of the content by creating tiered best practices, embedding Universal Design for Learning (UDL) Frameworks, inclusive practices for lesson planning and implementation and effectively use data to inform, instruct, and place students into targeted and intentionally aligned interventions while critically monitoring progress and outcomes.	<p>Strategy 1: In collaboration with FIC, teachers, guided by ILT, will strategically identify all valid data entry points for students in order to discern students in need of a tiered system of interventions as designated by school-wide system of support while developing systems to monitor progress on a 4–6-week cycle.</p> <p>Strategy 2: Beginning in September, ILT members, in collaboration with SPED/ELL staff, will meet monthly to develop systematic best practices for all areas of the curriculum (ELA, Math, Science, &amp; Social Studies), while incorporating SEL, SPED, and ELL strategies and techniques to support and optimize all Tier I and Tier II classroom instruction.</p> <p>Strategy 3: Teachers, Tutor, and FIC will follow a systemic approach for intentional interventions as developed by the ILT/FIC and school administration with specific data monitoring and tracking approaches.</p>
<b>Measures of Success and Desired Outcomes</b>	
<p>Indicators 1: Common assessments, BAS, STAR data, Exit tickets, student work samples, formative assessments.</p> <p>Indicators 2: Weekly lesson plans, walkthrough tools, yearlong PD, common assessments data, Student work samples, and formative assessments.</p>	

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Indicators 3: Student Data from common assessments, work samples, formative assessments.



## West Tatnuck School Plan to Improve Student Outcomes

<b>INTENTIONAL INSTRUCTION</b> <i>The school employs intentional practices for improving teacher-specific and student-responsive instruction.</i>	
Our Vision for Intentional Instruction	
Refine the implementation of Common Core across all areas of the content, particularly, ELA/Math/Science, and develop a set of content specific research-based instructional practices that focus on tiered instruction utilizing inclusive practices and UDL frameworks.	
Aspiration for 2022-2023 School Year	Strategies for Intentional Instruction
Refining Tier I instruction through collaborative planning approaches with ELL/SPED/FIC.	<p>Strategy 1- lesson plans will be posted in the shared drive to allow for co-planning by the Multilingual Educators (MLE) and special education team.</p> <p>Strategy 2- Monitor/analyze BOY data to develop booster groups for tier II interventions.</p> <p>Strategy 3-utilize research-based instructional practices and student-centered models for teaching as indicated by ILT members.</p>
Measures of Success and Desired Outcomes	
<p>Indicators 1: Shared lesson plans in West Tatnuck Google drive</p> <p>Indicators 2: BOY-data, booster/intervention group scheduling</p> <p>Indicators 3: West Tatnuck School-Teacher resource guide</p>	

# West Tatnuck 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.

## *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.