

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



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

Union Hill School

Ishmael Tabales

Principal or Administrator

Maureen Binienda

Superintendent

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

Worcester Public Schools 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.

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept. /team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program, leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self-assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Ishmael Tabales	Principal	Sept: 5,19
Carolan Kasper	Assistant Principal	Oct: 3,11,17
Beth Trychon	Instructional Coach	Nov: 7,21
MaryBeth Juneau	Lead Teacher	Dec: 5,19
Christina Giovanangelo	Kdg Teacher	Jan: 9,23
Valerie Velasquez	1st Grade Teacher	Feb: 6,27
Jackie Kett	2nd Grade Teacher	Mar: 12,19,26
Tom Cousineau	3rd Grade Teacher	Apr: 2,16
Eliza DiBara	4th Grade Teacher	May: 7,21
Elena Poulakis	5th Grade Teacher	June: 4,11
Jackie Tetreault	6th Grade Teacher	
Heath Squires	6th Grade Teacher	
Cathleen Beaudet	EL Teacher	
Sarah Ganem	SPED Teacher	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

2019 Official Accountability Report - Union Hill School

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Union Hill School (03480240)	GRADES SERVED K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
73% - Substantial progress toward targets	37

II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	95.4	7.7	35.2	8.6	34.4
Male	95.7	7.3	33.8	7.5	33.3
Female	95.2	8.2	36.6	9.8	35.6
Economically Disadvantaged	95.0	8.4	40.1	9.8	39.2
High Needs	95.4	7.8	35.7	8.9	35.0
LEP English language learner	95.3	7.9	34.7	8.0	33.8
Students with disabilities	95.4	7.8	33.0	5.3	31.9
Multi-race, non-Hispanic or Latino	94.6	9.1	54.5	9.1	54.5
White	95.3	7.5	34.9	10.8	32.5
African American/Black	98.1	3.2	8.9	0.0	8.9
Asian	97.6	4.3	14.3	0.0	14.3
Hispanic or Latino	95.0	8.6	39.3	9.6	39.0

II. Student Retention 2018-19

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	367	5	1.4	6.2	0.0	1.9	0.0	0.0	0.0						
Female	182	3	1.6	8.0	0.0	3.8	0.0	0.0	0.0						
Male	185	2	1.1	5.0	0.0	0.0	0.0	0.0	0.0						
Economically Disadvantaged	287	4	1.4	5.8	0.0	2.6	0.0	0.0	0.0						
High Needs	344	4	1.2	4.9	0.0	2.0	0.0	0.0	0.0						
LEP English language learner	182	4	2.2	9.1	0.0	3.0	0.0	0.0	0.0						
Students with disabilities	75	1	1.3	12.5	0.0	0.0	0.0	0.0	0.0						
African American/Black	38	1	2.6	10.0				0.0	0.0						
Asian	6	0	0.0												
Hispanic or Latino	238	4	1.7	6.8	0.0	2.9	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	10	0	0.0												
White	75	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

		<i>Areas of Strength</i>																	
<i>Accountability Indicator</i>	<i>Strength</i>	<i>Evidence</i>																	
Achievement (ELA, Math, Science)	<p><u>English Language Arts:</u> <u>Benchmark Assessment System (BAS):</u> 57% of all kindergarteners ended the 2019 school year reading at or above grade level. 55% of all first grade students ended the 2019 school year reading at or above grade level. 63% of all second grade students ended the 2019 school year reading at or above grade level. 82% of all third grade students ended the 2019 school year reading at or above grade level.</p>	<p>MCAS 2.0-PearsonAccessNext Percentage of students meeting or exceeding grade level expectations on Benchmark Assessment in Spring 2019 in grades K-3. GR and Intervention groups in Grades K –3 with optimal use of human capital and LLI resources is achieving results.</p> <table border="1"> <thead> <tr> <th colspan="4">BAS End of Year Results K – 3 (Expectations)</th> </tr> <tr> <th></th> <th>Not Meeting</th> <th>Approaching</th> <th>Meeting or Exceeding</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>23%</td> <td>10%</td> <td>67%</td> </tr> <tr> <td>2019</td> <td>31%</td> <td>5%</td> <td>64%</td> </tr> </tbody> </table>		BAS End of Year Results K – 3 (Expectations)					Not Meeting	Approaching	Meeting or Exceeding	2018	23%	10%	67%	2019	31%	5%	64%
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ELA MCAS Next Generation 2.0 Spring 2019

Overall achievement -50%

Grade 3: 69% of grade 3 students ME or EE on the Spring 2019 ELA MCAS. 31% higher than the district and 13% higher than the state.

Grade 5: 60% of grade 5 students ME or EE on the Spring 2019 ELA MCAS. 21% higher than the district and 8% higher than the state.

All school results indicate that UH improved ELA overall by 8% in 2019.

ELA Achievement Targets MCAS 2019:

ELA Mean SGP 2019 MCAS Results: UH exceeded the target set by the State in all subgroups.

Progress towards attaining English Language Proficiency Results shows that UH exceeded targets.

ELA: MCAS Next Generation 2.0 Results

	NM	PM	ME	EE
All School 2018	6%	50%	40%	4%
All School 2019	5%	45%	46%	4%
Grade 5	2%	38%	52%	8%

- Weekly Learning Plan that outline mini lessons for skills and strategies in Reading Workshop, Guided Reading, IRA and Shared Reading with opportunities for listening and oral discourse, writing workshop using SRSD and Lucy Calkins, and CIA Units of Study in grades 3 – 6.
- Utilized ATLAS platform and ELA Standards
- Administered BAS consistently across all grade levels

Math Achievement Targets MCAS 2019:

Grade 3: 57% of grade 3 students ME or EE on the Spring 2019 MATH MCAS. 27% higher than the district and 8% higher than the state.

Grade 4:52% of grade 4 students ME or EE on the Spring 2019 MATH MCAS. 18% higher than the district and 3% higher than the state.

Grade 5: 56% of grade 5 students ME or EE on the Spring 2019 MATH MCAS. 23% higher than the district and 7% higher than the state.

Science Achievement Targets MCAS 2019:

Grade 5- 35% of grade 5 students increased ME on the Spring 2019 Science MCAS 2.0.

EL Achievement Targets ACCESS 2019:

EL and Former EL made substantial progress towards targets. In both Achievement and Growth in Math shows significant gains from 2018-19 school year. Progress towards proficiency also indicates improvement.

MCAS Next Generation 2.0 Mathematics Results

	NM	PM	ME	EE
All School 2018	10%	55%	29%	7%
All School 2019	6%	42%	48%	4%
Grade 3	8%	35%	53%	4%
Grade 4	4%	44%	46%	6%
Grade 5	3%	41%	51%	6%
Grade 6	8%	50%	40%	2%

MCAS Next Generation 2.0 Science Results

	NM	PM	ME	EE
2018	18%	56%	18%	7%
2019	8%	57%	35%	0%

MCAS 2.0-EDWIN Analytics ACCESS Data

Growth (ELA, Math, Science)	ELA -overall achievement increase +8% MATH -overall achievement increase - +17% SCIENCE -overall achievement increase - +10%	MCAS 2.0 -EDWIN Analytics																																																																																																
Discipline	Emergency removals significantly declined (-29) in the 2019 school year.	DESE, Discipline Referrals, suspension rate																																																																																																
Chronic Absenteeism and Attendance	All students at Union Hill School Exceeded Attendance Target for the 2019 school year. Overall increase of .47% for a rate of 95.66%. Also, increase of 15 students with perfect attendance for the 2019 school year, a total of 66%.	DESE, Attendance Data <table border="1"> <thead> <tr> <th>Group</th> <th>2018 Rate</th> <th>2019 Rate (%)</th> <th>Change</th> <th>Target</th> <th>N</th> <th>Points</th> <th>Reason</th> </tr> </thead> <tbody> <tr> <td>All Students</td> <td>10.0</td> <td>6.7</td> <td>-3.3</td> <td>7.8</td> <td>371</td> <td>4</td> <td>Exceeded Target</td> </tr> <tr> <td>Lowest Performing</td> <td>0.0</td> <td>6.3</td> <td>6.3</td> <td>0.0</td> <td>32</td> <td>0</td> <td>Declined</td> </tr> <tr> <td>High needs</td> <td>10.9</td> <td>7.0</td> <td>-3.9</td> <td>8.4</td> <td>357</td> <td>4</td> <td>Exceeded Target</td> </tr> <tr> <td>Econ. Disadvantaged</td> <td>12.4</td> <td>8.2</td> <td>-4.2</td> <td>9.7</td> <td>280</td> <td>4</td> <td>Exceeded Target</td> </tr> <tr> <td>EL and Former EL</td> <td>7.0</td> <td>6.5</td> <td>-0.5</td> <td>3.7</td> <td>246</td> <td>2</td> <td>Improved Below Target</td> </tr> <tr> <td>Students w/ disabilities</td> <td>21.2</td> <td>4.6</td> <td>-16.6</td> <td>16.9</td> <td>87</td> <td>4</td> <td>Exceeded Target</td> </tr> <tr> <td>Asian</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>6</td> <td>-</td> <td>-</td> </tr> <tr> <td>Afr. Amer./Black</td> <td>2.1</td> <td>0.0</td> <td>-2.1</td> <td>0.0</td> <td>38</td> <td>4</td> <td>Exceeded Target</td> </tr> <tr> <td>Hispanic/Latino</td> <td>9.1</td> <td>7.5</td> <td>-1.6</td> <td>5.3</td> <td>240</td> <td>2</td> <td>Improved Below Target</td> </tr> <tr> <td>Multi-race, Non-Hisp./Lat.</td> <td>-</td> <td>-</td> <td>-</td> <td>-</td> <td>10</td> <td>-</td> <td>-</td> </tr> <tr> <td>White</td> <td>17.0</td> <td>9.1</td> <td>-7.9</td> <td>14.1</td> <td>77</td> <td>4</td> <td>Exceeded Target</td> </tr> </tbody> </table>	Group	2018 Rate	2019 Rate (%)	Change	Target	N	Points	Reason	All Students	10.0	6.7	-3.3	7.8	371	4	Exceeded Target	Lowest Performing	0.0	6.3	6.3	0.0	32	0	Declined	High needs	10.9	7.0	-3.9	8.4	357	4	Exceeded Target	Econ. Disadvantaged	12.4	8.2	-4.2	9.7	280	4	Exceeded Target	EL and Former EL	7.0	6.5	-0.5	3.7	246	2	Improved Below Target	Students w/ disabilities	21.2	4.6	-16.6	16.9	87	4	Exceeded Target	Asian	-	-	-	-	6	-	-	Afr. Amer./Black	2.1	0.0	-2.1	0.0	38	4	Exceeded Target	Hispanic/Latino	9.1	7.5	-1.6	5.3	240	2	Improved Below Target	Multi-race, Non-Hisp./Lat.	-	-	-	-	10	-	-	White	17.0	9.1	-7.9	14.1	77	4	Exceeded Target
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Growth (ELA, Math, Science) Grade level growth towards M/E	ELA - Gr.4 -29% decline from 2018-19 school year MATH - Gr.3:+4%-Gr.4 +2% increase from 2018-19 SCIENCE - Gr. 5 not meeting state achievement level (-13%)	MCAS 2.0 -EDWIN Analytics																																																																																																
Discipline	In house suspension increased from 0 in 2018, to 10 in 2019. Out of school suspension increased from 7 in 2018 to 10 in 2019.	DESE, District Baseline Data- Discipline																																																																																																
Chronic Absenteeism and Attendance	Lowest Performing student subgroup did not meet attendance target. 1 student was absent 50+ days in 2019.	DESE, District Baseline Data-Pupil Attendance																																																																																																

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered intervention systems using a variety of data)	
Prioritized Best Practices or Strategies (Include targeted support to strengthen PLC practices and ensure access for all student populations)	<p>1.3 Vision/Theory of Action and Buy-In School leaders and most staff members understand the theory of action or vision driving the priorities related to improvement efforts, are familiar with the goals and interim benchmarks used to consistently monitor progress (e.g., at least once a month), and identify and prioritize the next level of work. A common sense of urgency and ownership for the success of all students is shared among most staff, as demonstrated through staff discourse and actions.</p> <p>1.7 Communication with Staff Formal structures and opportunities for fostering staff input into school decisions and initiatives are in place and are used effectively to build relationships and transparent, open two-way communication across staff and school and between administrators and staff. There are no significant barriers to communication.</p> <p>1.8 Sustainability School leadership implements strategies (e.g., succession plan, distributed leadership, new funding streams) for ensuring improvement efforts will be sustained over time or under new leadership. Majority of staff believe and can describe specific strategies that will enable the school to continue to improve, even with changes in staff or school leadership.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>ILT members will use the Teaching and Learning Cycle to increase proficiency while continuing the implementation of SRSD strategies in grades 3-6. Monthly data meetings to review student work. ILT will support leadership in assessing what is working well and what mid-way adjustments are needed based on work samples and student progress.</p> <p>ILT members will distribute minutes from bi-weekly meetings to grade level teams and support staff. Leadership team will continue daily email distribution with any/all necessary communication to all staff.</p> <p>ILT will play a role in planning professional development to support school-based goals for new leadership/staff to ensure improvement efforts are continuous and fluid.</p>

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: CPT/ grade level meetings Data walls PLCs with focused framework Staff meetings Exemplars Learning walk-throughs with feedback Weekly administration/leadership meetings</p>	<p>Data Source: STAR Reading and Math assessments and growth targets MCAS Goal setting with students BAS SRSD work samples Progress monitoring and formative assessment results ACCESS Progress towards IEP goals enVision topic assessments STMath data</p>

IV. B. Action Plan

Intentional Practices for Improving Instruction <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including EL and students with disabilities)	<p>2.4 Classroom Observation Data Use Instructional leaders conduct weekly or daily classroom observations (e.g., learning walkthroughs) focused on strengthening teachers’ instructional practices and provide specific and actionable feedback on the quality and effectiveness of instruction to individual teachers and teacher teams. These data inform instructional conversations and the provision of targeted and individualized supports (e.g., coaching) for teachers, as needed.</p> <p>2.2 Instructional Schedule Instructional schedules are developed in collaboration with teachers, take students’ specific needs into consideration, and ensure that instructional support staff are coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction. There is an effective process in place for evaluating the schedule based on collected data related to the quality of instruction and student needs across grade levels and content areas.</p> <p>2.1 Instructional Expectations Specific and precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers. Instructional practices actively draw upon students’ diverse backgrounds, identities, strengths, and challenges as a strategy to deepen learning and meaningfully engage students.</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>ILT members will collect and analyze weekly data from GLTs to assess student progress. The team will share resources, model lessons, and report findings to school admin. Noted successes and areas of needed improvement, and/or change, will be discussed with school administration.</p> <p>ILT will monitor instructional schedules to ensure all student needs are addressed.</p> <p>ILT members will use the Teaching and Learning Cycle for professional development which will in turn be shared with GLTs. Monthly, GLT members will share data results and necessary adjustments for instruction.</p> <p>ILT will “share out” data from leadership’s daily walk-throughs and discuss ways to support staff with any concerns.</p>

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Implementation of school-wide and district research based Best Practices – CIA, SRSD and Fountas and Pinnell Classroom, Lucy Calkins Units of Study, Progress monitoring- Leveled Literacy Intervention assessments in Grades K – 3, BAS Running records Math Fact Fluency ST Math Block enVision 2.0 Greg Tang</p>	<p>Data Source: STAR Reading and Math Assessments- growth target MCAS 2.0 Self-regulation plans and goal setting (student driven) BAS Running Records SRSD work samples ACCESS Progress towards IEP goals enVision Topic Assessments. Student learning and work as evidence of school-wide common practices(inclusive in core and tiered instruction)</p>

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students). (Specifically address students not meeting targets)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including lowest 25%)	3.3 Systematic Determination of Student Interventions The intervention system includes all of the following criteria: 1) Intervention assignments are reviewed at least every 6 weeks (using attendance, behavior, and course taking/academic data including assessments for progress monitoring); 2) intervention assignments are reviewed by a relevant team of school stakeholders; 3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports; 4) a school wide system exists for communicating intervention action plans to all relevant staff. 3.4 General Enrichment and Advanced Learning Opportunities-Afterschool Activities 1) Informed by student interest and choice; 2) expose students to new skills and interests; 3) offer sequential opportunities to build mastery; 4) culminate in performances, presentations, or other demonstrations of learning; 5) monitored at least twice throughout the year for quality and to ensure all students are proportionately represented in these opportunities. 3.5 Academic Supports for English Learners Support for all English learners include bias-free learning experiences that are respectful of students' diverse backgrounds, identities, strengths, and challenges. The supports are defined, planned and systematically implemented
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	ILT will examine turn-around practices and rewrite school's Vision and Core Values to improve classroom instruction Assessment and progress monitoring will be used to assess individual student proficiency and needs. ILT will collect and analyze STAR data, collaborate and determine next steps and begin implementation of Math Fluency and Accelerated Reader for a targeted subgroup (i.e.: EL students) ILT members will support classroom teachers with the implementation of School-wide Common Practice ILT will develop Problem Based Learning menu for grades 3-6. Students will have a choice in which PBL highlights their interest level.

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Administration communication to staff via Google Classroom on a consistent basis Community partnership with Worcester Academy, St John's, and Worcester Recreation 365z Program Parent/teacher communication to focus on academic goals and progress. Social/Emotional groups with SAC, WRAP Translations of communication in other languages and request for interpreters as needed.</p>	<p>Data Source: Self-regulation strategies and common language. School-wide Behavior System and Charts Consistent positive self-talk strategies for student and work</p>

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a welcoming school through a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)	
Prioritized Best Practices or Strategies (Include practices that target new and incoming students)	<p>4.1 Safe and Supportive Learning Environment School leaders and staff model, teach, promote, and reinforce strong social-emotional skills (i.e., self-awareness, self-management, social awareness, positive relationship building, and responsible decision-making). The school meets all six of the following criteria: 1) Expectations for conduct are clearly understood by all staff and students; 2) School staff capacity to understand underlying causes of behaviors is prevalent; 3) Responses to conduct issues are applied consistently and equitably; 4) Responses to behavior issues are related to the root cause of the behavior; 5) Responses to behavior issues do not exclude students from academics/support; 6) School climate data are reviewed more than one time per year and inform the refinement of school conduct expectations</p> <p>4.2 Adult and Student Relationships The school meets all of the following criteria: 1) Proactively build positive, authentic relationships with students; 2) Structures (e.g., structured advisories, mentor programs, smaller learning communities) are in place to support relationships among students and adults, and deliver social-emotional supports; 3) Practices focus on teaching the social-emotional competencies (e.g., self-awareness, self-management, responsible decision making, relationship skills, and social awareness) that are specific to students' needs and aligned with school goals; 4) Time for teaching these practices is integrated into the school's standard curriculum; 5) These structures are monitored actively to determine whether they are meeting the needs of the school</p> <p>4.3 Expanded Learning Opportunities for all students to participate in expanded learning programs (such as Science club, robotics, newspaper, summer school, and before or after school activities) exist, are developed with consideration of student interests, are well defined, and well supported. High-need and traditionally underserved students are targeted for participation in these programs. Students are aware of and participate in the available opportunities.</p>

<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>ILT examines the results of the Student and Teacher Surveys to determine patterns that impact School Climate and identify next steps for improvement. ILT will work with all staff to maintain a welcoming environment that supports students' social and emotional health and fosters collaboration and participation from families and community. ILT will support the District's effort to proactively monitor students' well-being and academic needs. Expanded Learning Programs: Art Club, Leadership Club, 365Z Kindness Club, UH Homework Club, Walking Club, Cultural Arts Music Club, Worcester Academy Sports Camps, Worcester Academy Summer Scholars, Worcester Academy Theater Club,</p>
<p align="center">What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: School Secretary provides attendance information to SAC, WRAP, Principal, and Assistant Principal to address concerns in a timely manner. Teachers keep the office informed as well. Parent phone calls, newsletter reminders, and SAGE data.</p>	<p>Data Source: Student performance in classroom Celebrations and recognition for perfect attendance Office Referrals 365Z luncheons and celebrations</p>

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations)	<p>Check daily attendance in SAGE and make phone calls for 2 consecutive days absent without a reason.</p> <p>Review monthly chronic absenteeism with building based team consisting of SAC, Administration, School Nurse and staff.</p> <p>Families are promptly contacted by SAC/Administration to discuss attendance concerns and problem solve or provide assistance.</p> <p>Building caring ,supportive relationships for students/families to motivate daily attendance SAC and WRAP provide support.</p> <p>Phone calls, parent meetings and home visits (prevention steps for chronic absenteeism).</p> <p>Quarterly Perfect Attendance Certificates and Recognition</p> <p>Daily Attendance Monitoring Data Bulletin Board</p> <p>Office recognition –daily announcement of classes with Perfect Attendance.</p> <p>Classroom Incentive Program for Perfect Attendance</p> <p>Monthly Grade Level Attendance Wars- Attendance Trophy</p> <p>School- wide incentives for exemplary attendance</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>ILT is comprised of teachers who monitor attendance in their own classrooms and discuss the importance of being on time and keeping regular attendance with families and students on an ongoing basis. They also bring concerns about tardiness and attendance to the attention of school administration and the School Adjustment Counselor.</p> <p>ILT examines attendance data for the school and Chronic Absenteeism targets for the school as outlined in the WPS Strategic Plan.</p> <p>ILT has input on rewards and celebrations for good attendance.</p>

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: School Secretary provides attendance information to SAC, Principal Assistant, Principal and WRAP to address concerns in a timely manner. Teachers keep the office informed as well. Parent phone calls, newsletter reminders, and SAGE data.</p>	<p>Data Source: Student performance in classroom Celebrations and recognition for perfect attendance Office Referrals 365Z luncheons and celebrations</p>

V. Worcester Public Schools Professional Learning Plan

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Union Hill School	Ishmael Tabales	Aug-June 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	<p>Through shared responsibility and professional collaboration teachers in grades 3 – 6 will continue to build expertise with SRSD evidence -based strategies. Grades 3-6 will implement SRSD across content for multiple purposes.</p> <p>Through shared responsibility and professional collaboration teachers in K- 2 will build expertise in the reader’s workshop model as they continue to implement the Fountas and Pinnell Reading System</p>	<p>To utilize intentional practices for improving teacher specific instruction in writing across content areas. Planned Activities: mini-lessons, think alouds, color code exemplars, TIDE-WWW planner, writing assignments, rubrics, journals, research projects, SRSD assessments, writer’s notebook, and focused learning walks with immediate feedback.</p> <p>To utilize intentional practices for improving teacher specific instruction in reading and writing. Planned Activities: IRA, shared reading, guided reading, interactive writing and shared writing. Utilize BAS data and running records to inform instruction, focused learning walks with immediate feedback.</p>
2	<p>Through shared responsibility and professional collaboration, teachers will guide students toward becoming highly capable creative problem solvers so they can persevere through real-world Math problems.</p>	<p>To utilize intentional practices for improving teacher specific instruction in Math. Planned Activities: planned teacher facilitated questioning, standard based weekly assessments, Math journals, Math facts fluency, vocabulary assessments, enVision Topic Assessments, STAR, MCAS, ST Math</p>
3	<p>Through shared responsibility and professional collaboration, teachers will build an expertise in literacy aligned to Science (vocabulary, discourse, visualizing, and hands on learning opportunities).</p>	<p>To provide direct instruction and effective feedback to ensure high quality instruction and content delivery in Science. Planned Activities: 5 E model lessons, Science assessments, research projects, nonfiction and opinion writing assignments, and MCAS 2.0</p>