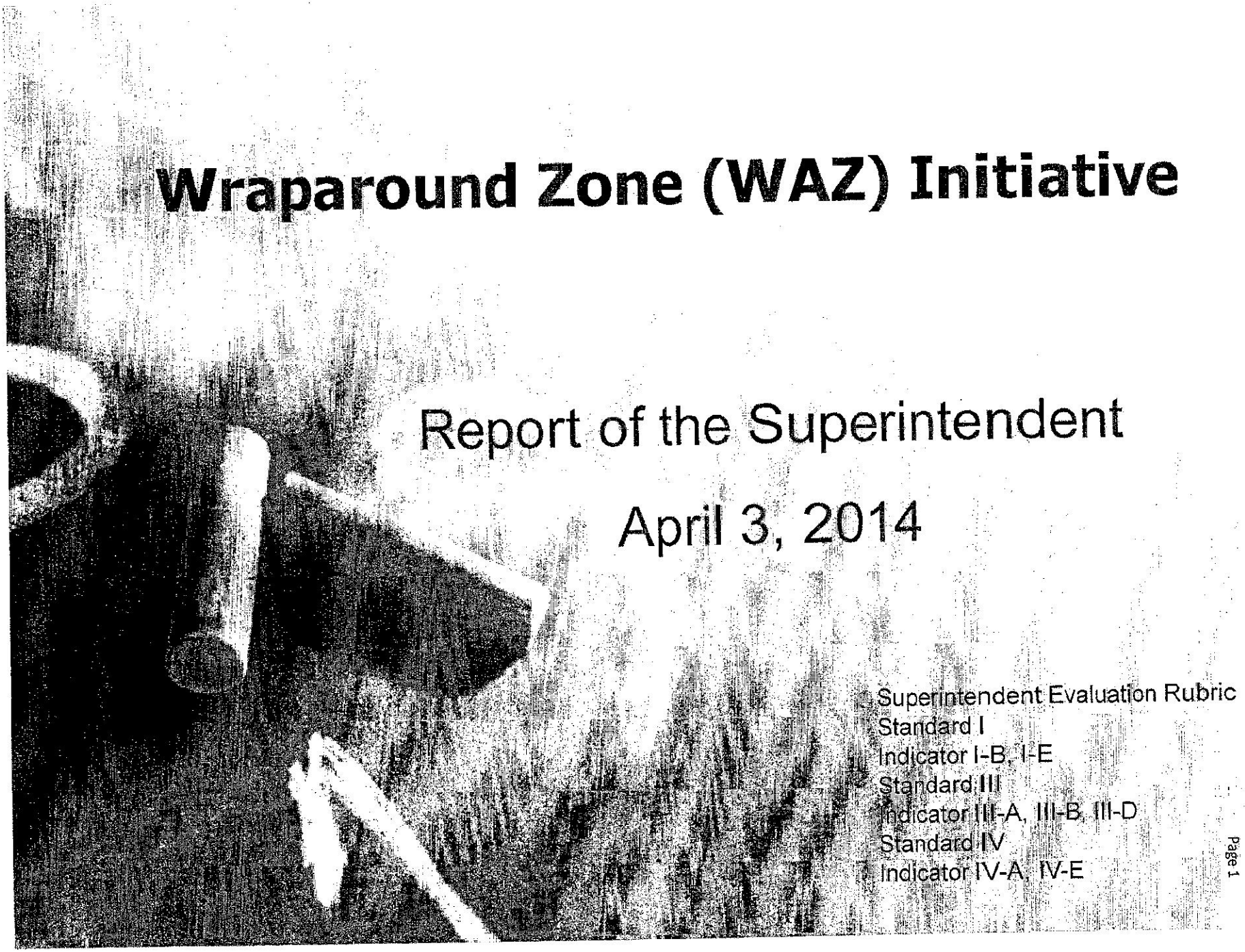
Wraparound Zone (WAZ) Initiative

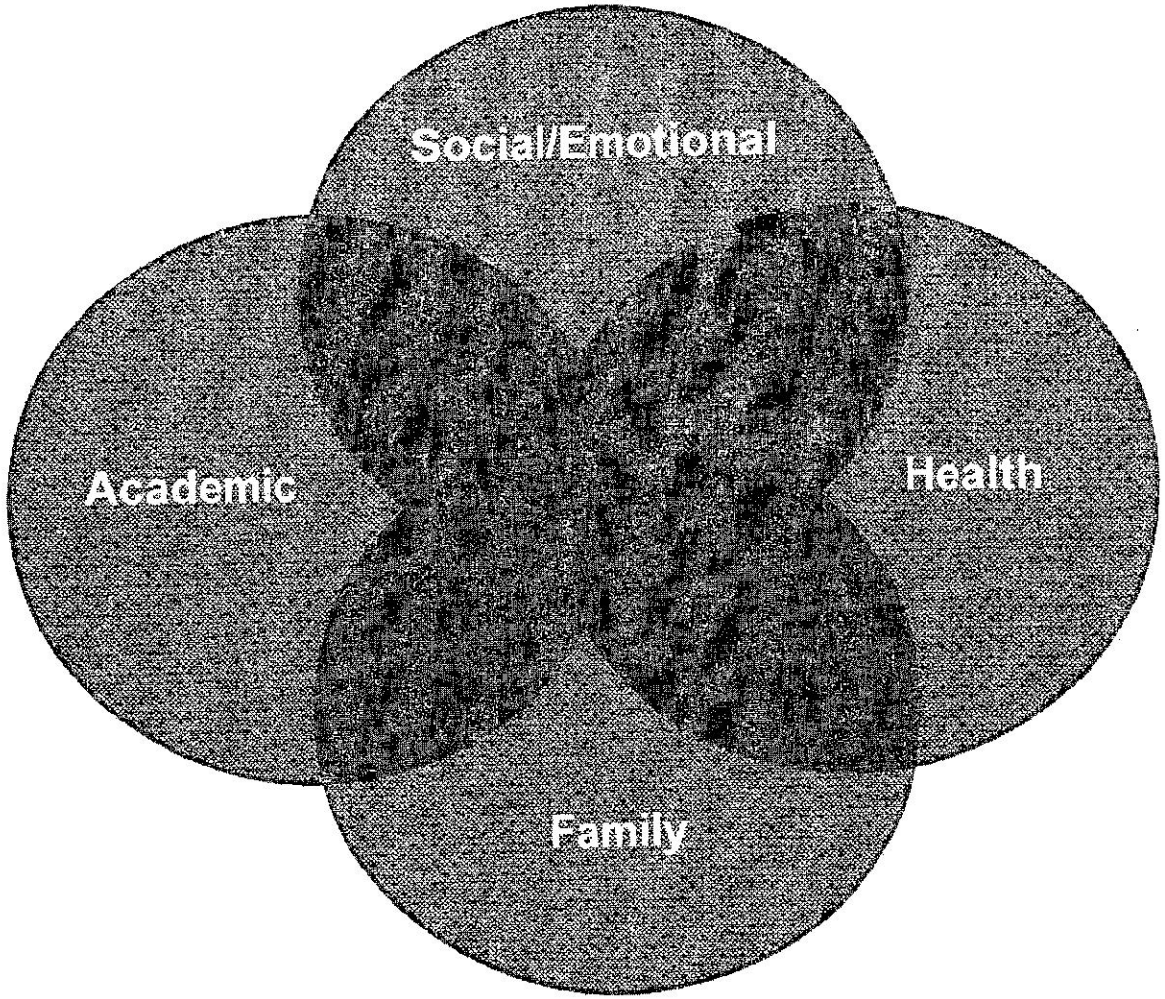


Report of the Superintendent

April 3, 2014

- Superintendent Evaluation Rubric
- Standard I
- Indicator I-B, I-E
- Standard III
- Indicator III-A, III-B, III-D
- Standard IV
- Indicator IV-A, IV-E

"Academic success is predicated on children's readiness to engage and thrive in school" (City Connects, 2012)



Wraparound Zone Overarching Goal

Build district capacity to systematically address students' non-academic barriers to learning

- *Enhance the climate for instruction*
- *Connect community resources to address students' needs*

(Source: MA DESE)

WPS Wraparound Zone (WAZ)

- Burncoat Preparatory
- Chandler Elementary
- Chandler Magnet
- Goddard School of Science and Technology
- Union Hill
- Sullivan Middle/Goddard Scholars
- University Park Campus School
- Woodland Academy

WPS Wraparound Zone (WAZ)

Wraparound Coordinator:

- Coordinate and manage community resources to support student success across four domains: (1) academic, (2) College/Career, (3) Family/Community, (4) Health/Wellness
- Create school-based staff teams that support positive school culture (triage student needs and arrange appropriate intervention)
- Establish systems for identifying students needs in key academic and non-academic areas and an effective linkage or pathways to community social services
- Ensure the delivery of school and community resources, tailoring services to student needs, monitoring success and adjusting supports as needed
- Convene relevant agencies and organizations to establish partnerships and monitor program effectiveness
- Recommend improvement to school practices to ensure the effective removal of barriers to learning
- Coordinate training and professional development relevant to wraparound support for school and community stakeholders

Non-Academic Issues that Can Affect Student Learning

- Homelessness
- Violence and trauma
- Poor nutrition
- Lack of adequate medical care
- Chronic illness
- Mental health (diagnosed and non-diagnosed)
- Substance abuse within family
- Lack of resources -- clothing, school supplies, books in the home, etc.
- Transportation
- Exposure to positive role models

Priority Areas

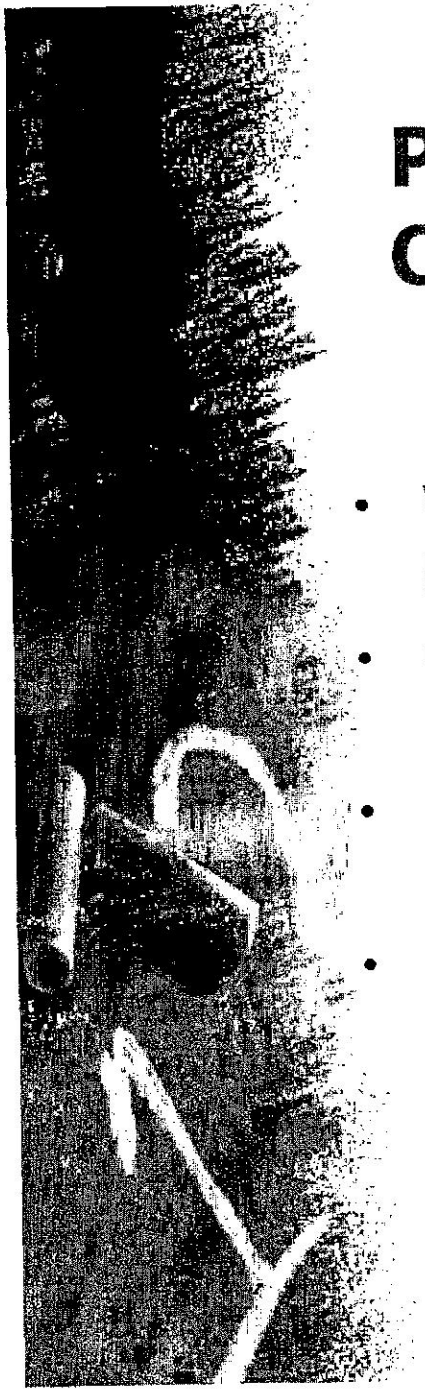
- Climate and Culture
- Identification of Student Needs and Efforts to Address Them
- Community Coalitions
- District Systems of Support

Priority Area: Climate and Culture

- Staff periodically review data to assess culture and climate of schools (e.g. survey and focus groups with students, staff and parents, parent attendance to events, review of strategies for engaging families and the community).
- Engage parents in participating in their child's learning (e.g. workshops for parents around parenting, GED, ESL and homework help).
- Engage community partners as part of the school experience.
- Implementation of Positive Behavioral Interventions and Supports System (PBIS) and annual evaluation.

Priority Area: Identification of Student Needs and Efforts to Address Them

- Pinpoint software, SAGE and Edwin Analytics database including EWIS as data vehicles to identify and monitor student academic success
- Established school-based teams and process to review data
- Wrap coordinator and teams suggests additional data to be collected to enhance systems and services
- On-going monitoring of students academic and non-academic needs



Priority Area: Community Coalitions

- WAZ as an access point to community resources and partners
- Continual evaluation of school/student needs, identify potential partners and resources to meet those needs
- Established a network of student and family support services
- Culture of sharing partnerships and resources among schools

Priority Area: District Systems of Support

Wraparound District Coordinator

- *Regularly meet with WAZ coordinators to facilitate communication, sharing of practices and resources, review key data to inform work and continual professional development*
- *Connects WAZ coordinators with additional resources and professional development*
- *Based on expressed school needs, seeks out additional partnerships and resources*
- *Connection between WAZ and district senior leadership team*
- *Ensure alignment with other district efforts and goals (e.g. WPS framework of High Quality Teaching and Learning)*
- *Consults with non-WAZ schools and PIC to extend benefits of WAZ principles*
- *Alert external agencies to district needs and priorities to achieve better alignment throughout community (e.g. Education Stability Team, part of the DESE Readiness cabinet)*

Lessons Learned and Takeaways

- Lots of help available – both within and outside of WPS – better coordination/alignment is needed and was achieved to extent with WAZ
- Takes time to establish foundations for work (e.g. common understanding of WAZ goal, structure, and role in school)
- Need for staff training concerning being aware and addressing out-of-school factors that affect learning
- To sustain partnerships, a collaborate relationship must be established that both the school and organization appreciate
- To achieve more consistency in the identification and referral of students, agreed-upon standards and procedures is a necessary first step

Lessons Learned and Takeaways

- To establish partnerships, external agencies and partners need a consistent and well understood means of reaching schools (e.g. WAZ coordinator as contact; donors choose)
- Principal must have a direct relationship with point person at partner agency
- There must be a constant focus and reinforcement of the alignment between resources, to support students and families needs