

# School Acceleration and Accountability Action Plan

## **Worcester Public Schools 2021 - 2022**



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

### **Belmont Street School**

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School

### **Ellen Moynihan**

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Principal or Administrator

### **Maureen Binienda**

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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 (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.

**Welcome to the 2022 school year!** This planning and progress monitoring document should aid you in articulating the evidence-derived strategies and activities your school team will execute this coming school year. The School Acceleration and Accountability Action Plan is your school's primary plan for improvement and should include all key strategies and actions that you will be using and monitoring over the course of the school year. This document is designed to capture your best strategic thinking but should also be practical and useful as you evaluate the success of your efforts throughout the school year.

School plans are one of the most important activities you do. Setting expectations and working to advance your vision is an essential part of strategically and intentionally changing for the better. Managing for change has to be an intentionally planned activity otherwise day-to-day tasks and business will consume your time. The first section of this plan is where you indicate who will be part of your ILT and when you will meet. Putting these structures in place at the beginning of the year makes it more likely that you will meet together at the dedicated times to carry out the important work of reviewing data, reflecting on practice and progress, and making any necessary adjustments to keep your school moving in a direction that you believe will ultimately lead to different (and better) outcomes.

The expectations you set in this planning document should be reflected in the actions you take. Your ILT or a smaller leadership team should dedicate one of your monthly meetings to engage in a Plan-Do-Study-Act (PDSA) cycle. On a quarterly basis your ILT should engage in a more robust PDSA cycle that results in either continuing on with planned actions or engaging in revised actions. This is all in service to ensuring that you are making progress toward the goals that you set. The district team hopes to create opportunities at quarterly gatherings/convenings for school leadership to reflect and discuss your experience executing your plan to that point in the year, receive guidance and peer support, and/or modify your plan as needed.

Lastly, the actions you propose should build upon the turnaround and acceleration practices and the coherence framework, and align with school and district goals. Your ongoing improvement during the school year should feel aligned and connected, and supported by leadership and teaming structures that are designed to align your work, rather than implementing disparate or separate activities. For instance, when designing your plan consider incorporating actions from the DESE Acceleration Roadmap into each or all of the Turnaround Practices, as actions that you will implement and monitor throughout the year. The Acceleration Roadmap calls out fostering a sense of belonging and partnership among students and families. This may be a strategy/best practice you select for turnaround practice #4. The Roadmap also calls out continuously monitoring students' understanding so you may have something about using formative assessment to measure progress on certain standards that students may be instructed on. The general tenets of the Acceleration Roadmap are mindsets of moving forward versus being remediation focused, using data to identify specific student needs, and aligning your tier 1 instruction to tier 2 and 3 supports. Click [here](#) to access the DESE resource.

## School Instructional Leadership Team

Name of ILT Member	Position
Chiara Ramos	Focused Instructional Coach
Tiana Phillips	Acting Assistant Principal
Emily Kokansky	Administration Intern
Ellen Moynihan	Acting Principal
Michael Dunphy	Assistant Principal
Jessica Bermingham	Special Education
Kathy Sundstrom	ESL
Jillian McMahan	Kindergarten
Kerri Plant	Grade 1
Sally Palace	Grade 2
Justine Wahlstrom	Grade 3
Rachel Economos	Grade 4
Myrna Kanaan	Grade 5
Erika Schmitt	Grade 6-ELA
Kaila Minucci	Grade 6-Math

Month	ILT Meeting Dates
September	Sept. 23
October	Oct. 21
Nov	Nov. 18
Dec	Dec. 16
Jan	Jan. 6, Jan 20
Feb	Feb 3, Feb. 17
Mar	March 3, March 17
Apr	April 7, April 21
May	May 5, May 19
June	June 2, June 16

## Action Plan

### Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration

The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.

#### Strategic Objective and/or Area for Improvement

- 1.3 Vision/Theory of Action and Buy-In
- 1.7 Communication with Staff
  - Reinforce mission and vision with staff through two-way communication

Strategies or Best Practices	Key activities and actions (specific and timebound)	Target group or population	Implementation resources, barriers, PD, R&D, partners that may influence/support your efforts.
Lens on Data	Data sharing (preliminary MCAS) Identifying school-wide trends, Star Data- identifying grade level/students' strengths and challenges BAS data - identify the independent level instructional level of individual students and core instructional practice to meet the needs of all learners	All Staff	<ul style="list-style-type: none"> <li>● Edwin Analytics</li> <li>● Star Data,</li> <li>● BAS data,</li> <li>● Access</li> </ul>
Developed a shared vision and Mission statement.	Use of shared common language with all staff in support of the mission and vision	All Staff	
Maintain a clear focus on the mission and vision statement	Weekly grade level component meetings - focused and working on research that supports our mission and vision. <ul style="list-style-type: none"> <li>● Support visual learning for all students,</li> <li>● Identified major standards for mathematical practice for all grades.</li> <li>● Established daily math routines</li> <li>● Mapped the necessary math standards for the year, quarterly, weekly and daily.</li> </ul>	All staff	<ul style="list-style-type: none"> <li>● Belmont Community agendas</li> <li>● Belmont Community classroom-shared resources</li> </ul>

Component Meetings	<p>Component Meetings -</p> <ul style="list-style-type: none"> <li>● The staff become researchers -</li> <li>● Collaboratively develop PD</li> <li>● Analyze student work and plan for the next steps.</li> </ul>	All Staff	Weekly by grade
Staff Meetings	<ul style="list-style-type: none"> <li>● Collaborate on instructional practices in support of the school-wide goal and mission</li> <li>● Book studies/ PD</li> </ul>	All Staff	
Weekly Belmont Newsletter	<ul style="list-style-type: none"> <li>● Weekly communication to staff. Focuses on ongoing classroom practices supporting the mission and vision.</li> </ul>	All Staff	

## Turnaround Practice #2: Intentional practices for improving instruction

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

### Strategic Objective and/or Area for Improvement

- **2.4 Classroom Observation Data Use**
  - Observe student engagement, mathematical discourse and problem solvers vs. problem performers, actively react to student response
- **2.7 Structures for Instructional Improvement**
  - Pre-Assessments, Number Routines, Open Ended Questions, Parallel Tasks, Closure Routines

Strategies or Best Practices	Key activities and actions (specific and timebound)	Target group or population	Implementation resources, barriers, PD, R&D, partners that may influence/support your efforts.
Walkthrough Tool	This tool helps an observer focus on elements of explicit instruction during short classroom walkthroughs. Use it to gather data to give educators feedback or to identify and summarize grade-level professional development to improve instruction.	All Staff	District walkthrough Tool Component meetings
Response to Observations	Use classroom, district, and state data to monitor impact of best practices on student growth, implementation and achievement and discuss appropriate revisions with grade-level teams.	All Staff	District Data - Quarterly Math assessments Star, Envisions Assessments Units.
Explicit use and monitoring of data	Use of data from multiple measures to identify and monitor progress of students receiving Tier 3 intervention services	All Staff	
High Priority Standards	Teachers create learning intentions and lesson plans with an 80/20n focus on high-priority “power” standards.	Classroom Teachers	
Expectations around visual learning and thinking	<ul style="list-style-type: none"> <li>● A concrete-to-representational-to-abstract sequence of instruction in math</li> <li>● Mathematical Agents - Students are doers of Math</li> <li>● Notice and Note routines</li> </ul>	All Staff	Component meetings Staff meetings Classroom Observations

<p>Equitable structures embedded in instructional time and lessons.</p>	<p>Equitable Structures for all</p> <ul style="list-style-type: none"> <li>● A clear focus of lesson objectives</li> <li>● Thoughtful use of time</li> <li>● Opportunities to access curriculum</li> <li>● Routines and structures in place</li> <li>● Modeling</li> <li>● Respectful interactions and relationships</li> <li>● Inviting physical space</li> <li>● Learning community expectations</li> </ul>	<p>All Staff</p>	<p>Component meetings Staff meetings Classroom observations</p>
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### Turnaround Practice #3: Student-specific supports and instruction to all students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

#### Strategic Objective and/or Area for Improvement

- **3.1 General Academic Interventions and Enrichment**
  - **Heightened student engagement with open ended questions with multiple entry points and parallel tasks**
- **3.3 Determining School Wide Student Supports (academic interventions and enrichment)**
  - **There will be a shift from remediation to supporting and scaffolded instruction real time**

Strategies or Best Practices	Key activities and actions (specific and timebound)	Target group or population	Implementation resources, barriers, PD, R&D, partners that may influence/support your efforts.
Data Team	Review assessment data, discuss instructional and curricular implications to grade-level teams	All students ILT, Leadership team	R&D reports
Scaffolded Instruction	<ul style="list-style-type: none"> <li>● Shift from remediation to supporting and scaffolding instruction.</li> <li>● Promotes all students' access to high-quality learning opportunities</li> </ul>	All classroom instruction	Component meetings District data reports Book study DAB Liaisons
Pre-Assessments	<ul style="list-style-type: none"> <li>● Identifying areas of strength and challenges</li> </ul>	All classroom instruction	
Connecting Big Ideas	<ul style="list-style-type: none"> <li>● Teaching to students' zone of proximal development aligning with big idea</li> </ul>	All classroom instruction	
Providing more opportunities for student engagement	Student engagement measured through <ul style="list-style-type: none"> <li>● Open-ended problem.</li> <li>● Parallel talks</li> </ul>	All classroom instruction	
SEI Strategies	Cultivate relationships Integrate language skills across the curriculum Emphasize productive language <ul style="list-style-type: none"> <li>● teacher engages in the acronym SWIRL, Speak, Write, Interact, Read, Listen.</li> </ul> Teacher speaks slowly and increases wait time (3-5 seconds) QSSSA Strategy <ul style="list-style-type: none"> <li>● Question</li> <li>● Signal- a designated motion like a</li> </ul>	All staff	

	<ul style="list-style-type: none"> <li>thumbs-up,</li> <li>● Stem-the teacher provides a sentence starter</li> <li>● Share;</li> <li>● Assess.</li> </ul> <p>Differentiate and use of multiple modalities use of technology</p> <ul style="list-style-type: none"> <li>● SMART Card</li> <li>● Co planning</li> </ul>		
<p>Instructional Leadership Team</p> <p>PBIS</p>	<p>Weekly+ Bi-monthly meetings -ILT uses a variety of data sources, including district and classroom assessments, to monitor growth &amp; achievement of students participating in afterschool programs. Monthly PBIS Green Team Meetings: Green Team analyzes disaggregated discipline data monthly, tracks the progress of school-wide behavior system rewards and consequences, tracks attendance data, targets problematic areas, and makes recommendations for improvement. Incentives-Quarterly Celebrations, earning Belmont Bucks, Belmont Store open monthly for student shopping,</p>	<p>ILT Team</p> <p>PBIS- Green Team</p>	

### Turnaround Practice #4: School culture and climate

A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers

Strategic Objective and/or Area for Improvement

- 4.5 Family and Community Engagement
  - Frequently communicating school’s mission and progress with families through multiple means of communication. Seeking input from community, families and students to enhance practices
- 4.4 Wraparound Services and External Partners
  - Utilize community sources and wraparound coach to provide supports and progress

Strategies or Best Practices	Key activities and actions (specific and timebound)	Target group or population	Implementation resources, barriers, PD, R&D, partners that may influence/support your efforts.
WPI - STEM Education Center	Professional development for the teachers and STEM activities for the students.	Grade 5	W.P.I.
School Site Council/PTO Involvement	<p><b>Journey Church-</b> Community Readers within classrooms; Earth day Volunteers</p> <p><b>UMASS Partnership-</b> Ronald McDonald Care Mobile; Dental clinic @ Belmont St. School; Asthma Clinic -Provides in-home training for managing asthma, parent education for better management, and home-school link; Nutritionist provides in-service/training to families on healthy eating habits.</p> <p><b>Worc. Fire Dept.-</b> provides Inservice/training to parents on proper testing of smoke detectors in home and fire safety tips.</p> <p><b>Worc. Police Dept.-</b> provides Inservice/training to parents on bicycle safety; car seat safety; conducts bicycle safety at school for students &amp; distributes new bike helmets to students.</p>	Belmont Street Caregivers and Families	

Preschool transition plans -	<ul style="list-style-type: none"> <li>● Pre-K students visit the kindergarten classroom. -</li> <li>● Kindergarten teachers visit Pre-K classrooms</li> <li>● End of the year transition Packages with important district information sent to parents</li> <li>● Attendance at schoolwide events for families and children. -</li> <li>● Kindergarten orientation sessions before school start.</li> <li>● Teacher-to-teacher conference</li> </ul>	Pre-k & Kindergarten Teachers School adjustment Counselors Pre-K families	
Outside providers Rec Worcester Afterschool Program in conjunction with Department of Youth Services	After-school programming for students in grades 4-6. That focus on SEL, academics, physical activity, and team building. A community Service component has been incorporated into the program. Once per month, students participate in a community service project. 3 times yearly, parents are invited for supper and to view their child's work & accomplishments in a slideshow presentation.	Grades 4-6	
Community Involvement	<p><b>Seabury Heights Assisted Living</b> Hosts various school-wide events such as Literacy Day Parade, Student of the month celebrations.</p> <p><b>Big Brother Big Sister Program Partnership w/ WPI-</b> Students are matched with BIGS/Mentors who spend time with them weekly -tutoring with academics; playing games; sports and mentoring</p>	All Grades  Grades 1-6	
Enhanced communication	<p>-School-Wide Google Classroom</p> <p>-Class Dojo-School Story</p> <p>-translation services using the language line;</p> <p>WPS Bilingual office for translation services;</p> <p>Google Translate App</p>	all staff  multilingual families	

Attendance Task Force	SAC, Asst. Principal., School Nurse, Primary Teacher, Int. Teacher> Discuss current barriers to attendance and strategies to overcome; Review changes in COVID protocols & mandates; Plan Quarterly Attendance Celebrations.		
Adult Nightlife- Learn English	ESOL Family Literacy classes at Belmont Street School - Tue & Wed 5:00-7:30 p.m. open to speakers of others languages wishing to learn English- parents of our students and our community members are welcome to attend		