

# School Acceleration and Accountability Action Plan

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



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

### **City View Discovery School**

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School

**Greg Tremba**

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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 that 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 ensure 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
Greg Tremba	Principal
Erin Derr	Assistant Principal
Barbara Tambolleo	Focused Instructional Coach
Beth Grueter	Focused Instructional Coach
Erin Macora	Grade 6
Kim Demma	Grade 5
Ashley O'Neil	Grade 5
Mackenzie Satalino	Grade 4
Mariah Gomes	Grade 3
Jackie Gibbons	Special Education
Jonida Eski	English Second Language
Kerry McCormack	Art Teacher
Elizabeth Marszalek	Grade 1
Eric O'Connell	Special Education

Month	ILT Meeting Dates
September	8/23; 8/26; 9/15
October	10/6; 10/20
Nov	11/3; 11/17
Dec	12/8
Jan	1/5; 1/19
Feb	2/9
Mar	3/9; 3/23
Apr	4/6
May	5/4; 5/18
June	6/1; 6/8

## 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

To establish effective and aligned distributed leadership structures for leadership and teams of teachers to deliberately work together on improving student achievement and implementing, aligning, and monitoring school improvement strategies.

- To establish and support consistent grade-level teaming structures and practices so that teachers engage in collaborative, goal-driven, and data-based efforts to provide high-quality classroom instruction to all students.

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.
Grade level PLCs	Curriculum development, data analysis, student learning goals, weekly PLC Meetings, Formative Assessment (development, analysis, interventions and groupings)	Staff/Students	Opportunities: Teacher-led collaborative data-driven, standards-based planning
ILT meetings	Shared responsibility for decision making, Progress monitoring of SAAAP implementation, support grade level teaming structures so that teachers engage in collaborative, goal driven, data-based efforts to provide high quality instruction and interventions to all students	Staff/Students	Opportunities: Calibration across grade levels and content area, development of high leverage improvement practices
SSP process, Targeted Behavioral Team, ST Math and Lexia Teams	Develop goals/implement plans, collect and analyze data to support students within the classroom, weekly SSP meetings, monthly Targeted Behavioral, ST Math, and Lexia teams	Staff/Students	Opportunities: Connection of SEL needs with academics, collaboration, calibration of expectations

## 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

- All teachers will have the content knowledge and instructional skills to address students' literacy and math needs, across all grades and content areas.
- To establish a well-defined and professionally valued system for monitoring and enhancing classroom-based instruction across the school and for individual teachers, administrators will spend significant time in classrooms, observing teachers' instruction and evidence of instruction in student work, and providing teachers with constructive, teacher-specific feedback.

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.
Workshop Model- to provide high quality teaching and learning	Staff PD, walkthroughs (observation & feedback)	Staff/Students	Envisions, Fountas & Pinnell
Formative Assessment Structure to Drive Teacher Shift in Practice	Collaborative problem solving using a data system that assesses how students are progressing in relationship to targeted learning outcomes, and provides differentiated responses based on student performance.	Staff/Students	ORA, Envisions, Edcite, Grade level common assessments, STAR, BAS, state standards, topic assessments
PLCs	Data analysis, coaching cycle (weekly), formative assessment structure	Staff/Students	MTSS, SEI, Acceleration Roadmap, DCAP, HQTLC
Administrative Observations	Provide constructive, teacher-specific feedback, supports, and professional development	Staff/Administrators	Walkthrough Rubric, Teacher Evaluation Cycle, Timely Targeted Feedback

### 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

- To implement a robust system for student support that includes grade-level teachers and specialists working collaboratively to design and implement interventions and an ongoing assessment system (formative, benchmark, and summative); to frequently and continually identify students' individual academic needs.
- All students are provided with targeted, student-specific instruction and interventions in direct response to their academic and non-academic areas of need through classroom-based instruction (e.g., differentiated) and/or tiered interventions or enrichment.

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.
Utilize teaming structures effectively	<ul style="list-style-type: none"> <li>● PLCs in place with regular meetings to analyze data and design interventions accordingly</li> <li>● Collaboration amongst SPED, ELL, Gen Ed staff to analyze data to design and reflect on assessments</li> </ul>	Staff/Students	Resources: MTSS and DCAP documents, HQTLC, Acceleration Roadmap
Student Support Process (ITSS)	Develop goals/implement plans, collect and analyze data to support students within the classroom, weekly SSP meetings	Staff/Students	Resources: MTSS and DCAP documents, HQTLC, Acceleration Roadmap
Workshop Model- to provide tiered support	Define expectations for Teachers and Students-specific supports	Staff/Students	Resources: F&P classroom, standards-based instruction in literacy and math
Using data to identify student academic and non-academic needs- provide MTSS process	Data Analysis <ul style="list-style-type: none"> <li>● Student input data</li> <li>● Formative and Summative Assessment Data</li> <li>● Targeted Behavior and SEL data</li> <li>● Attendance data</li> <li>● Standardized Test data (ACCESS, MCAS, STAR)</li> </ul>	Staff	Resources: STAR, BAS, MCAS, ACCESS, student work

### 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

- To establish a school culture that sustains a safe, orderly and respectful environment for all stakeholders that supports a welcoming and inclusive environment.
- Establish a collegial and collaborative professional environment to prioritize student achievement throughout the school.

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.
School wide expectations	School wide expectations posted, taught, practiced, and reviewed daily, data collection	Staff/Students/ Targeted Behavior	Resources: banners/posters, behavior matrix Opportunities: maximize time on learning; Celebrate student success Barriers: Time (adult prep)
Grade Level PLCs	Curriculum development, data analysis, student learning goals, weekly PLC Meetings	Staff/Students	Opportunities: Teacher-led collaborative data-driven, standards-based planning
Professional Development	District and building based PD to address content areas (Science, Fountas and Pinnell, SRSD), Teacher-led PD (rounds, peer observations, focused walkthroughs)	Staff	Opportunities: Targeted PD experiences, consistency/common language, increased fidelity of implementation