SCHOOL ACCELERATION and ACCOUNTABILITY ACTION PLAN

Worcester Public Schools
2021 - 2022

Delivering on High Expectations and Outstanding Results for All Students

Goddard School of Science & Technology
School

Karrie Allen
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, finding 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. 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.

The expectations you set in this document should be reflected in the actions you take. On a quarterly basis (at possibly a variety of gatherings/convenings) you will have an opportunity to discuss your experience executing your plan to that point in the year, receive guidance and peer support, and modify your plan as needed. Additionally, we encourage all schools to use their Instructional Leadership Team or a smaller leadership team to regularly monitor progress monthly. This is all in service to ensuring that you are making progress toward the goals that you set. This Plan-Do-Study-Act continuous improvement process is detailed later in this document.

Some final comments about this document. The work you propose to do 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.

The phases of work in the Acceleration Roadmap may be presented within the structure of your Acceleration and Accountability Action Plan. 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. For example, 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.
# 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. Create and implement a targeted professional development plan in both literacy and mathematics
2. Monitor implementation and progress of literacy and mathematics initiatives through systems of data collection and analysis

<table>
<thead>
<tr>
<th>Strategies or Best Practices</th>
<th>Key activities and actions (specific and timebound)</th>
<th>Target group or population</th>
<th>Implementation resources, barriers, PD, R&amp;D, partners that may influence/support your efforts.</th>
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</table>
| Use of common planning time/grade level meetings to drive improvement in math | ● Creation of common beliefs/systems of assessment practices  
● Targeted approach to lesson plan development (Tier I/II/III) LASW  
● Define cycle/protocol to guide PD  
● Creation of Tier III intervention model with progress monitoring systems | Grade Level Teams  
Tier III identified students | Schedule/Agenda with protocols  
Principal/Assistant Principal to facilitate  
District Math Liaison to provide targeted professional development  
enVision programming/ST Math |
| Creation of extended professional development opportunities for literacy acceleration | ● Creation of quarterly/yearlong PD Plan  
● Writer’s Workshop  
● Title I/Monday Sessions  
● Observational cycle for feedback  
● Define protocol for LASW/writing | All students | Writers’ Workshop Materials  
Instructional Coach to facilitate |
Turnaround Practice #2: Intentional practices for improving instruction
The school employs intentional practices for improving teacher-specific and student-responsive instruction.

<table>
<thead>
<tr>
<th>Strategic Objective and/or Area for Improvement</th>
<th>1. Develop and implement teacher teams to use student data to monitor student progress and align/improve student achievement 2. Conduct daily/weekly observations to focus/provide feedback of instructional practices based on best practices (defined in both literacy and mathematics professional development)</th>
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<td>Creation of vertical and grade level teams to align instructional strategies and language</td>
<td>● Grade Level Meetings (1x week) to focus on Mathematics alignment (Instruction/Assessment) ● Monday/PD (1x week) both whole group/small group ● Creation of “Center Approach” to ensure tiered approach in classrooms ● Intervention Blocks (literacy) for Tier II ● Scheduled celebrations/sharing of student writing to develop school wide culture</td>
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<tr>
<td>Coordination between Principal, Assistant Principal and Instructional Coaches to create effective systems of observation and feedback</td>
<td>● Weekly collaborative meetings with administration/coaches ● Use of Networking tool for calculation/improvement ● Defining of instructional needs through walkthrough tools (daily)</td>
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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.

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<tbody>
<tr>
<td>1. Implement systematic process/approach to acceleration of achievement for English Language Learners</td>
</tr>
<tr>
<td>2. Implement systematic process/approach to acceleration of achievement for Students with Disabilities</td>
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| Collaboration among ESL team/leadership to define best practices, monitor progress, ensure reduction of gaps | ● Weekly Meetings with administration, ESL team & coaches for lesson plan review, analysis of data  
● Quarterly template reviewed (“cheat sheet”) to monitor student progress toward WIDA/Can Do Standards  
● Use of SSP Process as needed                                                               | English Learners                | Martha K. cheat sheet ACCESS outcomes F&P Materials WIDA                                     |
| Collaboration among Special Education staff/leadership to define best practices, monitor progress, ensure reduction of gaps | ● Weekly Meetings with administration, ESL team & coaches for lesson plan review, analysis of data  
● Emphasis on authentic instructional practices                                               | Special Education Students      | Lesson Plan Templates F&P Materials IEP/Goals & Objectives                                  |
**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

1. Increase family engagement and communication through defined systems.
2. Continuation of consistent schoolwide approach to monitoring and reinforcing positive behaviors

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| TNT to support students/families | ● Schedule weekly meetings with TNT  
● Continue case study approach for defined students and needs (weekly)  
● Monitor attendance patterns, establish follow up systems for feedback/guidance to students and families  
● Utilization of SSP Process | TNT Members  
Students defined as leading toward/reaching chronic levels | Weekly Meetings  
Running Agenda/TNT  
Attendance reports |
| Increase parent/guardian involvement and communication | ● Establish solid Site Council  
● Weekly phone calls/ConnectEd  
● Monthly newsletters to post on Google Classroom & SeeSaw | Parents/Guardians | Connect Ed Systems  
Google Classroom/SeeSaw  
Academic Review Meetings  
Attendance Meetings |
| Review and reinforcement of schoolwide system for positive behaviors | ● Reinforcement of systems during faculty meetings to ensure consistency (4x month)  
● Daily sharing and celebration of Core Values  
● Link behavior and student support systems for students in need (TNT Meetings: 1x week)  
● Define celebrations/Effective communication with families | Tier II/All students  
Additional support for defined students | School wide Mascot/Positive Behavior incentives  
Weekly Celebrations |