

SCHOOL ACCELERATION and ACCOUNTABILITY ACTION PLAN

Worcester Public Schools 2021 - 2022



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

Heard Street

School

Cynthia Vail

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 (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	ILT Meeting Dates
Cynthia Vail	Principal	Sept: 9/7/2021 9/13/2021 9/27/2021
Danielle Barry	Teaching AP	Oct: 10/4/2021 10/18/2021
Caroline Nash	3rd Grade Teacher	Nov: 11/8/2021 11/22/2021
Kim Hampton	Focused Instructional Coach	Dec: 12/6/2021 12/20/2021
Bailey Halliday	5th Grade Teacher	Jan: 1/10/2021 1/24/2021
Ashley Horak	ESL Teacher	Feb: 2/7/2021 2/28/2021
Kim Resnick	SAC	Mar: 3/7/2021 3/21/2021
Jamie Bullock	1st Grade Teacher	Apr: 4/11/2021 4/25/2021
		May: 5/9/2021 5/23/2021
		June: 6/6/2021 6/13/21

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 Establish and maintain consistent, meaningful, and productive ILT, PLCs, and common planning time with math as the primary focus.			
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.
Maintain a diverse, consistent, math focused ILT.	Include classroom teachers, administration, and specialists in all meetings. Adhere to agreed upon norms to maintain consistency and focus in meetings. Ensure that all school wide decisions are data driven. The district Math Liaison will support PLC meetings to aid in interpreting and analyzing math data.	Teachers/Coach/ Administration/ Specialists	
Maintain consistent, productive, and focused PLC.	Establish small groups that allow collaboration across grade levels and content teachers focused on math data. Set clear and attainable objectives that are focused on student learning. Support meeting objectives with relevant, actionable student data.	Teachers/Coach	
Allow for consistent common planning time between grade level partners a minimum of 2x/week.	Align teacher prep periods to allow for ongoing common planning that is active, specific to current student needs, and maintains teachers' autonomy.	Teachers	

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

Deliver focused, rigorous instruction in the classroom to intentionally increase math scores across grades 3-6 using common assessments.

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.
Assess and analyze informal math data	Dissect students' work across all grade levels to assess the effectiveness of instructional strategies and practices.	Teachers/Students	
Lesson planning will be based on grade level standards, driven by regular informal Math assessments.	Common Core Math standards will be embedded in lesson planning. Informal assessments will be given regularly to ensure student learning and to reflect on teaching strategies.	Students	
Effective and direct feedback will be provided to general education teachers throughout the year.	Consistent administrative walk-throughs Feedback on lesson plans	Teachers	

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

Consistently unpack the data to identify and provide the subgroups of students in need of tiered math instruction.

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.
Reflection and identification of student needs will be embedded in the teacher's daily routine.	Teachers will use common planning time to collaborate and share strategies to provide student specific interventions. Math groupings will be constantly changing as the data reflects student needs.	Teacher/Staff	
Provide systems of support for both Tier-1 and Tier-2 Math intervention.	Student enrichment and support will be given to students through the use of ST Math, MGH, and the after-school program.	Students	

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

Create a conducive environment for students to feel supported in taking academic risks and persevering through challenges in the area of math.

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.
Implement school wide Owl Card incentive program	<ul style="list-style-type: none"> -Communicate expectations to students and staff. -Build and maintain student awareness of incentives to encourage continued positive behavior. -Host monthly Owl(s) Card celebrations to reward students who have earned points through observed positive behaviors based on: O(rganized and ready to learn) W(ork together) L(ead by example) S(afe choices) -Establish an intermediate student leadership team to model and encourage the student body to earn points. 	Students/Staff	
Maintain best practices that promote the social and emotional well-being of all in the school community.	<ul style="list-style-type: none"> -Implement learned strategies for mindfulness within the classroom and during professional collaboration opportunities. -School Adjustment Counselor will facilitate student support groups to address more specific social/emotional needs as identified by teachers and staff. 	Students/Staff	