

# SCHOOL ACCELERATION and ACCOUNTABILITY ACTION PLAN

## Worcester Public Schools 2021 - 2022



Delivering on High Expectations and Outstanding  
Results for All Students

**Jacob Hiatt Magnet School**  
School

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**Jyoti Datta**  
Principal or Administrator

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**Maureen Binienda**  
Superintendent

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## **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. 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.

## School Instructional Leadership Team

Name of ILT Member	Position	ILT Meeting Dates
Jyoti Datta	Principal	August: 8/27 with Marco Andrade Sept: 9/17
Martha Dewar	Assistant Principal	Oct: 8, Week of 25
Roger Clapp	Focused Instructional Coach	Nov: Week of 8, Week of 29
Julie McVoid, Danielle Svendsen, Jennifer Conlon, Ann Ruchala	Teachers: K, 1, 2, 2	Dec: Week of 13
Irene LaCross, Penny Soutra, Amanda Eldridge	Teachers: 3, 5, 6	Jan: Week of 10, 24
Thomas Giampapa	Intermediate TMSN	Feb: Week of 7
Elena Cruz, Audra Gaul	ESL	Mar: Week of 7, 21
		Apr: Week of 4, 25
		May: Week of 9, 23
		June: Week of 6

## Action Plan

<b>Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration</b> 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			
<ul style="list-style-type: none"> <li>Strengthen leadership distribution at our school by leveraging teacher capacity and expertise - for example, ILT, the Literacy Leadership Team, ST Math Champions, Specialists, and STAR team to improve student achievement.</li> </ul>			
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.
Follow the First Eight Weeks Literacy routines as outlined in Fountas and Pinnell in grades K-6.  ST Math and STAR data will be shared.	Opening Staff Meeting - discussed what the first eight weeks should look like. Posted on school's Google Classroom Follow up meetings with teachers - FIC, Literacy Leaders, and Principal/AP	K - 6	Need time to meet with teachers in all grade levels to ensure consistency.
ILT will ensure collective responsibility and shared ownership for improving school achievement - look at vertical data.	Formalize protocol during meetings - use SRI Data Driven Dialogue	ILT Members	Familiarize members with the tool prior to implementing it.
Revisit Looking at Student Work protocol with grade level teams	Examine student work through the protocol	All teacher - grade level teams	Common Planning Time/PLC Coverage is a barrier

## 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

Define expectations for rigorous and consistent instructional practices through a shared understanding of the Walkthrough Tool. Use the look for tools to guide instruction and leverage summative and formative assessments, and DOK to guide next steps and provide just in time scaffolds aligned with high standards and acceleration.

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 leadership will use the Walkthrough Tool and build time for deeper understanding of the tool - ILT and all teachers.	Unpack the tool at staff meetings - focus on the rubric with particular attention to Formative Assessment and DOK. Use the tool during walkthroughs. Teachers can use the tool for self-reflection of practice. Look for a balance of direct instruction with strong models, individual work, collaborative work, opportunities for review and practice, and varied types of questions.	All students and staff	Getting everyone on the same page with knowledge of the walkthrough tool and its components and what this looks like in a classroom.
Consistently assess what students know and can do through diagnostic, formative, and summative assessment	Use the data to address students' needs and provide them with meaningful and timely feedback. Revisit formative assessment tools and practices Explore student friendly or student made rubrics	All staff	Need PD and meeting time
Adjust pacing in units/lessons to include time for scaffolds while prioritizing grade-level content.	Instructional practices that embed prior knowledge and supports within the learning activity or lesson. Leverage small group instruction.	All Staff	Acceleration Roadmap

### 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

Utilize multiples points of data to inform powerful and effective teaching for all students - sub groups, individual learners, through intentional and purposeful strategies to achieve intended outcomes.

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 the SEI SMART card tool for developing the linguistic skills of multilingual learners (ELL students)	Prioritize teaching language skills (emphasis on writing) and vocabulary that are embedded in the curriculum and content standards to accelerate the development of language and content simultaneously. View classroom instruction through the lens of the SEI tool - Classroom climate, Learning objectives, and Instructional Design and Delivery.	ELL Students ESL Teachers/General Education Teachers and Specialists	Time to collaborate for unit/ lesson plans At staff meetings - view teaching videos and critique using the tool. Invite ESL Liaison to support PD.
Anticipate learner needs of students on IEPs and 504s and provide strategic scaffolds to support sense making and connections between new learning and prior knowledge. (HQTL)	Integrate technology to support learning. Embed meaningful student choice and increase engagement. Foster an environment that recognizes and accommodates individual needs and supports. Collaboration between general education and TMSN to specifically design instruction appropriate for students with disabilities. Use Phonics and Word Study - integrated into SeeSaw platform in the primary grades Fountas and Pinnell digital libraries to accompany the texts	SPED students TMSN Classroom teachers and specialists Staff	Barrier - Limited knowledge of UDL. Need professional learning in UDL for all staff to learn how to provide Multiple means of representation, action and expression, and engagement. Leverage the expertise of the art teacher who is a UDL champion to provide in house professional learning.

<p>Form flexible groups for acceleration and intervention (30 minutes for reading in grades K-2) using BAS and STAR data. Use LLI, GR, Book Clubs, in intermediate grades. Small group work in math to support both acceleration and intervention as needed.</p>	<p>Use data to inform groupings. Assign teams of available staff to support purposeful and intentional instruction. Will use LLI with students who present with the greatest needs K-6. Form small math groups using STAR data and topic assessments, Common assessments, to support and accelerate achievement. Use the ST Math platform and data to supplement learning.</p>	<p>Teachers/IAs/TMSN/MATs All students K-6</p>	<p>Consistency of service without interruptions of absences and other professional responsibilities and obligations. Adequate time to collaborate meaningfully among the team members who service the students. Need to develop a systematic approach to the conversations about growth and patterns that are emerging for small groups as well as individual learners.</p>
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### 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

Develop a strong classroom culture and climate that embraces and celebrates learners' individual needs and strengths. Include cultural diversity as entry and access points to learning.

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.
Recognize and respond to students' social emotional needs.	Utilize Responsive Classroom routines to promote a Sense of Belonging and to support Relational Trust. Use a multipronged team approach that includes student, parent/guardian, teacher, SAC, and School Leadership as needed to support readiness for engagement and learning.	All staff and students	Routines of Morning Meeting - need to be consistent during the week.
Establish routines, structures, clear goals, cooperative group work norms, and high expectations for all learners	Have predictability of routines, daily activities, and transitions that maximize time on learning. Promote intellectual risk taking and collaboration - norms of discourse. Use technology to support classroom community and meaningful interactions. Engage students to develop skills of self-regulation and management - leverage STAR, classroom routines/structures, and norms to make this happen.	All staff and students	Continue our practice of observing and learning from each other.

<p>Provide access to authentic literature and learning experiences that support agency and engagement.</p>	<p>Tap into learners' unique experiences and get to know them as individuals - their assets and needs.  Engage students in goal setting, self-monitoring growth (with support), and revisiting work to improve its quality.  Support increased self-awareness, stamina, and perseverance - self advocacy - such asking questions when they don't understand, risk taking, and increasing capacity for independent work.</p>	<p>All students and staff</p>	<p>Need more professional learning on CRT/CRP</p>
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