School Acceleration and Accountability Action Plan

Worcester Public Schools
2021 - 2022

Delivering on High Expectations and Outstanding Results for All Students

Quinsigamond School
School

Yeu Kue
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 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
Yeu Kue	Principal
Lauren Racca	Assistant Principal
Brynn Allarie	Assistant Principal
Sue Teixeira	Focused Instructional Coach
Michelle Anzelmo	Focused Instructional Coach
Cat Chviruk	Teacher (1)
Amber Barrows	Teacher (5)
Zohar Badenhausen	Teacher (4)
John Donahue	Teacher (Sped)
Chandra Ferraro	Teacher (ELL)

Month	ILT Meeting Dates
September	
October	5, 12, 26
Nov	9, 23
Dec	7, 21
Jan	11, 25
Feb	1, 15
Mar	1, 15
Apr	5, 19
May	3, 17
June	1,7

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
- Teaming, shared leadership and responsibility, and collaboration

Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.

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.
Teams to support school wide data cycle	- 6-8-week data cycles that are reviewed by ILT on a regular basis and also implemented through PLC and grade level meetings. - Instruction both Tier 1 and Tier 2 are designed through the analysis of this data - Specific use of AB block with data review	Identified students based on need	LLI kits Nicki Newton math running records
Structured PLC to support data and new learnings	- Using data analysis to create and drive the needs of PLC - Holding each other accountable by creating walkthrough schedule to focus on needs based on data - Support self-selected goals (both student learning and professional growth) by revisiting during PLC.	Classroom teachers	Deep understanding of walkthrough tool to support instruction
ILT structure is laser-focused on math instruction based on needs of the school	- Created school wide professional practice goal based on reviewing our data - All-school foci on improving one's own professional learning and in-depth	ILT	Time to implement and reflect on math pedagogy (IE First 20 days, math norms, math workshop, etc.)

	learning around math concepts to support student learning. All activities support professional learning and growth. - Continue to monitor the implementation through concrete data and frequent check ins		

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
- Teachers and teacher teams use student data to adapt and improve instructional strategies

Teachers use and analyze a variety of student-specific data to assess the effectiveness of their instructional strategies and practices and modify instruction to meet their students' needs as identified.

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 data team (ILT) and progress monitoring protocols	- Implement a strong progress monitoring tool for math instruction (math running records) - Intervention data collection tool - Specific training through looking at a variety of intervention tools		Need to create a school wide template for Intervention Data Collection Time for training and coverage for teachers/time out of classroom
Implementing the ITSS process	- Creating an ITSS overarching team to review ITSS's that come in to ensure data collection has been completed prior to meeting - Meetings to be specific and data driven - Involve all stakeholders		Additional training and support in developing and implementing the ITSS process
Schoolwide norms for expectations of instruction	- Training and reflection on how to use the walkthrough tool with frequent feedback and data - Teachers will have PD on what each component of the walkthrough is and what it looks like in practice. They will then work in small groups to view videos and collectively rate the snapshot of teaching based on the walkthrough tool. We will then have opportunities to do shared walkthroughs throughout the		Staff meetings, time to focus on and reflect on how the walkthrough tool can support rigorous instructional practices through analysis of tool use of example videos from DESE Evaluation Calibration resources; Time for training and coverage for teachers/time out of classroom

	school while using the walkthrough tool. Teachers will then have opportunities to reflect on their own instruction using the tool. - Clear set of expectations for lesson plans that are data driven and student specific		Partners include PLC teams

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 • Using data to identify student-specific academic and nonacademic needs Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student			
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.**
Creation of AB (acceleration block) to bridge and create access points for student learning	Using data to create small 6-week intervention cycles - PLC cycle will include reviewing data from BAS assessment to develop small LLI groups - Creation of progress monitoring assessments for EL students to help support growth in all EL domains	Beginning with students who are just approaching grade level, then targeting next below level group, and so on EL students	Fountas and Pinnell Leveled Literacy Intervention materials, PD for staff Barriers: staffing, scheduling, amount of materials Barriers: this will be the baseline year so difficult to compare to ACCESS assessment
Create a standard based after school program	- Research engaging practices/ games/ activities that promote problem solving and strategy development - Program to focus on application of content	Students with interest and transportation home	Students without transportation cannot attend

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
- Shared behavioral expectations that support student learning

Administrators and teachers have clearly established and actively reinforce a set of behavioral expectations and practices that supports students' learning and efforts to increase student achievement.

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.
SEL Data Cycle Review	- Schoolwide CASEL plan embedded in every classroom (cool down areas) - DOJO as primary vehicle to connect to daily student life and connect to families - CASEL data is also reviewed in the data cycles - These data sets will come from student surveys about their SEL state	All identified students based on data	CASEL implementation resources Schoolwide PLCs focused on SEL and CASEL supports District-provided SEL supports (equity and student success)
School-Wide PBIS	- Create a PBIS team as well as school wide matrix - Send a team to get national leadership training - Implement and monitor supports for students through PBIS tools - Training of staff to ensure consistency of implementation	All students	Virtual PBIS Leadership Forum Schoolwide PD