School Acceleration and Accountability Action Plan

Worcester Public Schools
2021 - 2022

Delivering on High Expectations and Outstanding Results for All Students

Roosevelt School
School

Kelly A. Williamson
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 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

<table>
<thead>
<tr>
<th>Name of ILT Member</th>
<th>Position</th>
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<tbody>
<tr>
<td>Jillian Michneiwicz</td>
<td>ESL Teacher</td>
</tr>
<tr>
<td>Christine Bowles</td>
<td>Kindergarten Teacher</td>
</tr>
<tr>
<td>Brianna Deacon</td>
<td>Grade 1 Teacher</td>
</tr>
<tr>
<td>Pamela Barrett</td>
<td>Grade 2 Teacher</td>
</tr>
<tr>
<td>Susan Connolly</td>
<td>Grade 3 Teacher</td>
</tr>
<tr>
<td>Alicia Bartholomew</td>
<td>Grade 4 Teacher</td>
</tr>
<tr>
<td>Angela Giorgio/Amanda Hoffey</td>
<td>Grade 6 Teachers (Math/ELA)</td>
</tr>
<tr>
<td>Amy Davis</td>
<td>Special Education Teacher</td>
</tr>
<tr>
<td>Kara Wroblewski/Sara Cooney</td>
<td>Focused Instructional Coaches</td>
</tr>
<tr>
<td>Cindy Cramer/Tina Schirner</td>
<td>Assistant Principals</td>
</tr>
<tr>
<td>Kelly Williamson</td>
<td>Principal</td>
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<thead>
<tr>
<th>Month</th>
<th>ILT Meeting Dates</th>
</tr>
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<tbody>
<tr>
<td>September</td>
<td>8/27/21 &amp; 9/20/21</td>
</tr>
<tr>
<td>October</td>
<td>10/12/21 &amp; 10/29/21</td>
</tr>
<tr>
<td>Nov</td>
<td>11/8/21 &amp; 11/29/21</td>
</tr>
<tr>
<td>Dec</td>
<td>12/8/21 &amp; 12/20/21</td>
</tr>
<tr>
<td>Jan</td>
<td>1/10/22 &amp; 1/24/22</td>
</tr>
<tr>
<td>Feb</td>
<td>2/14/22 &amp; 2/28/22</td>
</tr>
<tr>
<td>Mar</td>
<td>3/14/22 &amp; 3/28/22</td>
</tr>
<tr>
<td>Apr</td>
<td>4/11/22 &amp; 4/25/22</td>
</tr>
<tr>
<td>May</td>
<td>5/9/22 &amp; 5/23/22</td>
</tr>
<tr>
<td>June</td>
<td>6/1/22 &amp; 6/13/22</td>
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</tbody>
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### Section III. 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.

- Using autonomy and authority to improve teaching and learning
- Using teams, shared leadership, and a collaborative and trusting environment to accelerate improvement

<table>
<thead>
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<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>
</tr>
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</table>
| **Master schedule includes WIN (What I Need) block** | 1. Master schedule created: August, 2021  
2. LLI Training: September, 2021  
3. Assessments administered: Sept-Oct, 2021  
4. Data analyzed for targeted interventions during PLC’s  
  - Cyclical every 4-6 weeks beginning in October, 2021  
  - WIN Blocks organized by grade level | K-2: Literacy  
3-6: Math  
PK-6: SEL and writing | - LLI Training and interventions  
- Math Solutions Training, 3-6 |
| **Universal Design for Learning** | 1. Staff complete self-assessment, August, 2021  
2. Individualized UDL Learning plans created, September, 2021  
  - Books purchased, September, 2021  
3. Progress shared monthly at PLC’s | PK-6 | - UDL texts, as selected by staff  
- Administrative guidance and observations  
- OCPL courses |
| **Culturally Responsive Practices** | 1. ILT will participate in a book study of Equity by Design, October-December.  
2. ILT will begin assessing school-wide practices in January with an equity lens to target improvement. | PK-6 | - Equity by Design  
- WPS Training with Dr. Ervin Scott |
## Turnaround Practice #2: Intentional practices for improving instruction

The school employs intentional practices for improving teacher-specific and student-responsive instruction.

- Define expectations for rigorous and consistent instructional practices
- Administrative observations lead to constructive, teacher-specific feedback, supports, and professional development.

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| Weekly reflection on HQTLC   | ● Teachers will highlight elements of HQTLC in weekly plans, October-June  
                                 ● Elements will be shared during monthly PLC’s  
                                 ● As appropriate, teachers will share HQTLC elements with staff | PK-6                      | ● HQTLC Document  
                                 ● Administrative feedback |
| Administrative observational feedback will include commendations and next steps | ● Initial observations, November, 2021  
                                 ● Ongoing, informal observations  
                                 ● Follow-up observations, Spring, 2022 | PK-6                      | ● Teacher evaluation rubric  
                                 ● DESE Look-Fors and videos |
| Language objectives defined for math | ● Teachers will identify weekly language objectives for math instruction | K-6 English Language Learners | ● WIDA EL Development Standards Framework |
| Leadership Team’s participation in district-level walkthrough opportunities | ● Administration and instructional coaches will participate in monthly walkthroughs across the city, starting in October  
                                 ● Following each walkthrough, the team will meet to discuss takeaways and alignment of observations and assessments | PK-6                      | ● WPS Walkthrough tool and rubrics  
                                 ● Coordinated schedule of school site visits  
                                 ● DESE Educator Evaluation Rubric |
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| Implementation of strategic interventions during WIN block | 1. Analysis of student data starting in October, 2021  
2. Targeted interventions organized by grade level for math, ELA, and SEL every 4-6 weeks  
3. Staff will be trained on interventions, as needed - Ongoing  
4. Monitoring of progress  
   a. by grade level at PLC’s  
   b. by ILT at monthly meetings | K-2: Literacy  
3-6: Math  
PK-6: SEL and writing | ● LLI materials  
● Math Solutions Programming  
● Second Step materials  
● Zones of Regulation materials  
● OSEL Staff |
**Turnaround Practice #4: School culture and climate**

A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

- Targeted and effective social-emotional supports and expanded learning opportunities

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| ITSS process                                  | 1. Process reviewed at PLC’s in October  
2. Available supports outlined at October PLC’s  
3. ITSS Team will meet weekly to address concerns  
4. ITSS process will include concerns around academic and social emotional skill development | K-6                         | ● PLC time  
● ITSS Team  
● OSEL Staff |
| SEL Programming for after school opportunities | 1. Panorama student survey will be administered, November, 2021  
a. Data from the survey will guide the focus of after school enrichment activities.  
2. Outreach to staff for group facilitators, October, 2021  
3. Parent outreach for program enrollment, November, 2021 | 3-6                         | ● State funding  
● Panorama Survey Dashboard |
| Preschool “Day in Kindergarten” programming    | 1. Schedule will be established to provide each preschooler an opportunity to spend a day in kindergarten, supported by staff: April, 2022.  
2. “Day in Kindergarten” will be facilitated in May, 2022. | Preschool                  |                                                                                       |