SCHOOL ACCELERATION and ACCOUNTABILITY ACTION PLAN

Worcester Public Schools
2021 - 2022

Delivering on High Expectations and Outstanding Results for All Students

Wawecus School
School

Joanna Loftus
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. 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

<table>
<thead>
<tr>
<th>Name of ILT Member</th>
<th>Position</th>
<th>ILT Meeting Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Joanna Loftus</td>
<td>Principal</td>
<td>Aug: 25/Sept: 24</td>
</tr>
<tr>
<td>Donna Anderson</td>
<td>FIC</td>
<td>Oct: 8 &amp; 22</td>
</tr>
<tr>
<td>Lori Backlin</td>
<td>Gr. 2 Educator</td>
<td>Nov: 19 &amp; 30</td>
</tr>
<tr>
<td>Katherine McGovern</td>
<td>Gr. 6 Educator</td>
<td>Dec: 5 &amp; 17</td>
</tr>
<tr>
<td>Saralyn Boyle</td>
<td>TLS Educator</td>
<td>Jan: 7 &amp; 21</td>
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<tr>
<td></td>
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<td>Feb: 4 &amp; 18</td>
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<td>Mar: 4 &amp; 25</td>
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<td>Apr: 8 &amp; 29</td>
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<tr>
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<td>May: 6 &amp; 27</td>
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<td>June: 10</td>
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**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.

<table>
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<tr>
<th>Strategic Objective and/or Area for Improvement</th>
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<td>● Wawecus administration will support structures to enable shared ownership for improving student achievement.</td>
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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>
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| **Shared ownership for improving student achievement.** | Wawecus supports this by  
● planning for monthly PLC meetings  
● vertical teaming  
● planning for strategic use of the staffing to ensure meetings happen with fidelity  
● providing educators with time to learn from each other, share ideas, and monitor progress.  
● inviting staff to participate in weekly walkthrough  
● Support improvement efforts by sharing a common language utilizing the F&P “Continuum of Learning”, LLI, ST Math.  
● Continue to monitor progress through LASW, STAR progress monitoring, BAS, math topic assessments, SRSD, Science-5 E Method & SS assessment | Educators | ● Daily Updates in Wawecus Google Classroom  
● PD: ST Math, LLI, Data Protocols  
● Monthly PLC  
● Weekly Walkthrough feedback |
### 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 will utilize the PDSA (Plan, Do, Study, Act) data cycle to determine student supports and next steps.

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| **Teacher and teacher teams use student data to adapt and improve instructional strategies** | Educators will use the PDSA cycle by
  - having a systematic collection of data
  - analyzing data for planning
  - developing objectives and assessments to monitor student progress
  - sharing out at PLCs on students progress and to determine supports/strategies                                                                                           | Educators                  | ● PLC  
  ● PDSA Data Cycle  
  ● Data Collection  
  ● Data evidence to support student status/progress  
  ● HQTLC |
|                                                                                               |                                                                                                                                                                                                                                                     |                             |                                                                                           |
### 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

- Teachers will be able to use data to provide tiered supports to all students.

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| **Providing targeted interventions/tiered supports for all students and monitoring for effectiveness** | Wawecus will do this by  
- Educators using the MTSS to accelerate student progress  
- Educators working collaboratively to ensure specific needs, and academic practices are used to provide student-specific support for our English language learners and SWD.  
- ESL, Special Education Teachers and General Education Teachers meeting to discuss student’s progress  
- Lesson plans shared with ESL & TMSN Educators to ensure continuity  
- ESL Educator & TMSN supporting the K-6 MTSS  
- Creating context-rich environments, Picture support, multiple ways (oral language, picture, writing, actions) in the classrooms  
- Structuring lessons to ensure students are clear about objectives and outcomes  
- Utilizing SEI smart card/The GO TO Digital Strategies Matrix  
- Using Vocabulary in context  
- Carousel | Students  
ELL Students  
SWD |  
- LLI PD, ST Math PD  
- PLC Data Meetings  
- Vertical Common Planning time |
- UDL
- Guided reading
- Consistently using running records (daily or when educator determines) to monitor growth
- Consistently using math assessments (exit tickets, quick check ins, quizzes) to monitor growth
- ST Math/Lexia
- Goal setting with the F&P continuum, oral discussions, Turn & Talks, conferencing, mini-lessons to support needs, differentiation, MTSS teaching, PLC meetings targeting students’ progress determined by data
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| **Shared behavioral expectations that support students learning** | Wawecus will support this by | Students, Families and Educators | District SEL PD  
SAC SEL PD  
Student Check in meetings  
Dr. Irvin Scott’s Content |
|                            | ● For Educators: Principal’s Daily Updates, Weekly News and Dos in Wawecus Google Classroom  
● Wednesday Announcements posted in Google Classrooms, emailed and in WPS App for families  
● Wawecus weekly update calls  
● Wawecus AAA Quarterly Awards  
● Implement and revisit culturally responsive best practice  
● PLC’s  
● Frequent classroom visits formally/informally/walkthrough tool  
● Morning Meeting Model  
● Responsive Classroom model in classrooms: Working with students to build positive relationships with their peers.  
● Give to Get Campaign: Students do something charitable for the community and they get something in return  
● PBIS school wide weekly celebrations  
● PBIS Classroom celebrations |