

School Acceleration and Accountability Action Plan

Worcester Public Schools 2021 - 2022



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

Worcester Arts Magnet

School

Mary Ellen Scanlon

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

Name of ILT Member	Position
Michelle Maloney	Focused Instructional Coach
Amy Benoit	Grade 3 Teacher
Joanna Douglas	Grade 1 Teacher
Alexandra Fleming	Grade 4 Teacher
Shannon Savage	Grade 6 Teacher
Emma O'Connell	Grade 3 Teacher
Emma Rose	Grade 4 Teacher
Anne Lang	Kindergarten Teacher
Allyson Snow	Grade 1 Teacher
Christine McSherry	Assistant Principal
Mary Ellen Scanlon	Principal

Month	ILT Meeting Dates		
September	9/8/21	9/22/21	
October	10/13/21	10/27/21	
November	11/10/21	11/24/21	
December	12/8/21	12/22/21	
January	1/5/22	1/12/22	1/26/22
February	2/9/22	2/23/22	
March	3/9/22	3/23/22	3/30/22
April	4/13/22	4/27/22	
May	5/11/22	5/25/22	
June	6/8/22		

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

- Worcester Arts Magnet School will be able to make strategic use of staffing, scheduling, and budgeting autonomy to focus work on implementing their turnaround plan or other improvement efforts to improve the quality of teaching and learning at school.
- Worcester Arts Magnet School will be able to have collective, distributed leadership structures and practices that 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 will be 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.
Instructional Leadership Team	<ul style="list-style-type: none"> ● The Instructional Leadership Team is open to all faculty at WAMS. ● They will meet biweekly, in person, for 45 minutes. ● The team will use data from formative assessments and along with feedback to identify and respond to the professional development needs of the school to insure success while being culturally responsive to the needs of all. ● The team will work together to create and implement the school accountability plan. 	Faculty	Liaisons, district staff, district wide professional development may provide support.
<ul style="list-style-type: none"> ● Grade Level and Vertical Teams 	<ul style="list-style-type: none"> ● Teachers will collect weekly formative assessments using a uniform template. ● Assessments will be standard based and data collected will be used to differentiate action steps. 	Faculty All Students High Need students	MCAS, STAR, Benchmark Assessment Data. Meeting with Liaisons.

	<ul style="list-style-type: none"> ● Faculty will work together to brainstorm and research possible interventions to meet the needs of all students. ● Teams will meet weekly for 45 minutes. 		
Staff Meetings and Professional Development	<ul style="list-style-type: none"> ● Administration will work collaboratively to plan staff meetings and professional developments to support staff and students with accelerating their teaching and learning. ● Administration will work with the Instructional Leadership Team to create Teacher Led Workshops, providing professional development across disciplines. ● These workshops will be held during our second Monday meeting each month and last 90 minutes. 	Faculty Administration Focused Instructional Coach	Math Solutions, SRSD, Certified Google Trainers, Concepts of Print Resource would all support this professional development.

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

Worcester Arts Magnet Schools' leadership will identify a clear instructional focus and share expectations for instructional best practices that address clearly identified student specific instructional needs.

Worcester Arts Magnet School teachers will 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.
Math Solutions	<ul style="list-style-type: none"> ● Grades 3-6 will participate in a professional development regarding Marilyn Burns' Math Solutions. ● This will take place after school split between 3, 90-minute blocks. ● Administration and ILT will use a walkthrough tool to check for implementation of the strategies being taught in this professional learning opportunity. 	Teachers in grades 3 - 6	District wide provided professional development
Touchpoints	<ul style="list-style-type: none"> ● Grades K-6 will participate in a "Touchpoint" professional development which will support students' math sense. ● This will be offered over 3 sessions for 90 minutes per session. ● Administration and ILT will use a walkthrough tool to check for implementation of the strategies being taught in this professional learning opportunity. 	Faculty	Assistant Principal will provide professional development for staff in Touchpoints.
SRSD	<ul style="list-style-type: none"> ● Grades k-6 will participate in a professional development regarding the Self-Regulated Strategy Development writing framework. 	Faculty	Focused Instructional Coach will provide professional development in SRSD

	<ul style="list-style-type: none"> ● This will be offered in multiple sessions totaling 420 minutes. ● Administration and ILT will use a walkthrough tool to check for implementation of the strategies being taught in this professional learning opportunity. 		
Grade Level and Vertical Team Meetings	<ul style="list-style-type: none"> ● Teachers will collect weekly formative assessments using a uniform template. ● Assessments will be standard based and data collected will be used to differentiate action steps. ● Faculty will work together to brainstorm and research possible interventions to meet the needs of all students. ● Teams will meet weekly for 45 minutes. ● Teachers will work with administration and instructional coach to review standardized tests and benchmark data and plan instruction accordingly 	Faculty	Benchmark and Standardized Data Liaisons and instructional coaches.

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

- Worcester Arts Magnet School administrators and teachers will 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-specific interventions, enrichment, and support.
- Worcester Arts Magnet School will employ a system (structures, practices, and use of resources) for providing targeted instructional interventions and supports to all students, including the ongoing monitoring of the impact of tiered interventions and the ability to adapt and modify the school's structures and resources (e.g., time, staff, schedules) to provide interventions to students throughout the year.

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.
Padlets/Data Walls	<ul style="list-style-type: none"> ● We will use Virtual Data Walls, using STAR and Benchmark Assessment Data. ● We will track student growth school wide. 	Faculty	Google Trainers, Renaissance Reports, Benchmark Assessment Data
ST Math Goal Setting	<ul style="list-style-type: none"> ● The ST Math motivational data wall will be created in the hallway outside of the main office. ● This will show each grade level's proficiency and track their progress. ● Students will "race" to the finish line. 	Students and Faculty	ST Math Champions and Application Support Staff
ST Math Implementation	<ul style="list-style-type: none"> ● Teachers will be given guidelines for how often they needed to incorporate ST math instruction into each day. ● Teachers must have 2 days of whole class ST math instruction for 20 minutes and 3 days of small group ST math instruction for 15 minutes. 	Students and Faculty	ST Math Champions and Application Support Staff, Puzzle Talks
Progress Monitoring	<ul style="list-style-type: none"> ● Teachers in grades k-6 will progress monitor their students using the STAR Assessments. ● They will progress monitor students scoring in the Urgent Intervention range once a week. 	Faculty and High Needs Students	STAR Reports, Administration Assistance with scheduling, pull out groups and coverage.

	<ul style="list-style-type: none">• Students scoring in the Intervention range will be assessed twice a month.• Students who score at or above benchmark will be scored once a month.		
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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

- Worcester Arts Magnet School administrators and teachers have clearly established and actively reinforced a set of behavioral expectations and practices that supports students' learning and efforts to increase student achievement and develop a culturally responsive learning environment.
- Worcester Arts Magnet School leadership, teacher leaders, and teachers will establish a climate of respectful collegial communication, relationships, and leadership thus allowing for a positive, productive, culturally responsive and collective effort to increase family engagement and student achievement throughout the school.

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.
SPOT - Safe, Polite, On-Task, and Team Player.	<ul style="list-style-type: none"> ● The instructional leadership team will work together to identify an acronym to set expectations around all areas of the school building. ● Students will be expected to follow these expectations as they move and learn throughout the school. 	Faculty and Students	Posters around the school, SPOT books
Know Your School Night	<ul style="list-style-type: none"> ● September 30, 2021, every teacher will host a virtual open house of their classroom for families. ● Families will be able to come into the meeting, learn about the classroom and ask questions of the teacher. 	Faculty, Families and Students	Google Trainers
Re-evaluating our curriculum, materials and resources in our art, dance, music, drama and academic classrooms.	<ul style="list-style-type: none"> ● Classroom teachers, with the help of our school community, will be re-evaluating classroom libraries, music choices, drama performances and scripts, art displays and projects. 	Faculty, Families and Students	Antiracism and Universal Design for Learning. Building Expressways to Success. by Andratesha Fritzgerald Coaches and Liaisons
WOW Assembly	<ul style="list-style-type: none"> ● Faculty will work with students to create either a virtual or in person talent show, where students can showcase their individual strengths, such as music, art, dancing, etc. 	Faculty, Families and Students	Google Trainers, Arts Block staff