

School Acceleration and Accountability Action Plan

Worcester Public Schools 2021 - 2022



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

CLAREMONT ACADEMY

School

Angela Plant

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 sustainability 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 sustainability 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 sustainability 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
Angela Plant	Principal
James Looney	Assistant Principal
Katerina Kambosos	Assistant Principal
Deirdre Carlson	Assessment Specialist/SP Design Team Member
Peter Weyler	Focused Instructional Coach/SP Design Team Member
Liz Brown	Focused Instructional Coach/SP Working Group Member
Kirwin Matthews	English Department Head/SP Working Group Member
Adelina Zaimi	Math Department Head
Monica Echevarria	World Language Department Head/SP Design Team Member
Kimberly Surrette	History Department Head/ SP Working Group Member
Cindy Grasseschi-Roach	Special Education Department Head
Liza Nyamekye	Sustainability Plan- Design Team Member
Robin Hunt	Sustainability Plan- Design Team Member
Sarah Cramer	Sustainability Plan- Design Team Member
Adam Strogoff	Sustainability Plan- Working Group Member
Chelsey Fernandes	Sustainability Plan- Working Group Member
Heather Bagdoian	Sustainability Plan- Working Group Member
Jon Brien	Sustainability Plan- Working Group Member
Ken Hodgson	Sustainability Plan- Working Group Member
Anna Dionne	Sustainability Plan- Working Group Member
Ida Pappas	Sustainability Plan- Working Group Member
Brian Russo	Sustainability Plan- Summer Design Team Member
Emily Faucher	Sustainability Plan- Summer Design Team Member

Month	ILT Meeting Dates
September	9/20
October	10/25
Nov	11/9, 11/16
Dec	12/7, 12/14
Jan	1/11, 1/25
Feb	2/1, 2/15
Mar	3/15, 3/22
Apr	4/5, 4/12
May	5/17, 5/24
June	6/7, 6/14

Section III. Action Plan

Sustainability 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 #1: Develop and implement school-wide and department-wide grading policies and reporting practices aligned to grade level standards.

Strategic Objective #2: Develop and implement a tracking system to assess whole-school progress on meeting the Claremont Characteristics.

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.
Recurring Looking-At-Student-Work Protocols in Department PLCs	3 Cycles of Looking-At-Student-Work <ul style="list-style-type: none"> Teachers determine department-wide focus on 10/8, during schoolwide PD First LASW will take place 10/18 during monthly department meeting/PLC The final two LASW protocols will take place in March and April during dept. meetings. The goal is to improve alignment in instruction and establish common grading practices. 	Core Departments	<u>Resources:</u> LASW protocols from Harvard's Project Zero and North Cascades Alliance
Web-based School-wide Portfolios	Development of schoolwide portfolio <ul style="list-style-type: none"> Students will create a Web-based Portfolio that will accompany them for all 6 years This format enables better tracking of skill development This enables increased communication with home about development in college/readiness skills Portfolios provide an opportunity for more frequent reflection on growth over a longer period of time 	All Staff and Students	<u>Resources:</u> Google Sites, Google building trainers and district coaches

Student Self-Evaluations	<p>Full Implementation of Student Self-Evaluations</p> <ul style="list-style-type: none"> ● All grades will complete twice yearly ● Students rate themselves on the Characteristics and provide evidence ● Students upload their responses into their portfolios <ul style="list-style-type: none"> ○ to communicate with parents ○ to look back on at a later date ● Grade-wide and Schoolwide data captured and shared with staff and potentially parents ● Staff will participate in grade level team PLCs to review data and look at student work to set goals and inform instruction 	All Staff and Students	<p><u>Resources:</u> Google Sites, Google Building Trainers and District Coaches</p>
Individual MyCAP Student Conferences for Feedback from Teachers	<p>Full Implementation of MyCAP Conferences</p> <ul style="list-style-type: none"> ● Grades 7, 9, and 11, when students are not producing Gateways ● Each student meets individually with 1-2 staff members to share their self-evaluation and receive evaluation and feedback from staff ● Overall data to be captured and shared with staff 	Grades 7, 9 and 11 Staff and Students	<p><u>Resources:</u> College and Career Readiness Teacher, Guidance Staff, Building Google Trainers</p>

Sustainability Practice #2: Intentional practices for improving instruction

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

- **Strategic Objective #1: Develop and implement a formal system for data analysis that includes protocols for using the data findings to adjust curriculum and instruction.**
- **Strategic Objective #2: Develop and implement school-wide and department-wide rubrics aligned with standards and the school's learning expectations.**

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.
Data Dive and Cycle of Looking-At-Student-Work in Department PLCs	<p>Data Dive leading to Looking-At-Student-Work Protocol</p> <ul style="list-style-type: none"> ● On 9-26 and 10-8, Teachers examined data from MCAS and looked for student strengths and needs ● Based on these needs, departments determined a department-wide focus for instruction.on 10/8, during schoolwide PD ● Follow-up planned in the form of Looking-At-Student-Work portfolio ● First LASW 10/18 during monthly department meeting/PLC ● This process will identify student strengths and weaknesses, and enable staff to collaborate in improving instruction 	Core Departments	<p><u>Resources:</u> LASW protocols from Harvard's Project Zero and North Cascades Alliance</p>

Revision and Implementation of Schoolwide Rubrics for Claremont Characteristics/21st Century Skills	<p>Revision of school wide rubrics for Claremont Characteristics for College and Career Readiness (aka, 21st Century Skills)</p> <ul style="list-style-type: none"> ● The rubrics use student friendly language, are vertically integrated and have been assigned to specific to grades spans ● They align with practice standards in various content areas ● The web-based portfolios contain copies of the appropriate grade level rubrics. ● Portions of rubric are embedded in rubrics for individual assignments 	All Students and Staff	<p><u>Resources:</u> Google, MA Curriculum Practice Standards, Google Building trainers</p>
Use of Walkthrough Tools to Provide Feedback to Classroom Teachers	<p>Regular use of walkthrough tool to collect classroom data</p> <ul style="list-style-type: none"> ● A feedback form was created to share with staff after walkthroughs. ● Walkthroughs are focused on multiple classrooms (e.g. Depts, teams) during a specific time of day. <ul style="list-style-type: none"> ○ Feedback provided includes average ratings using the Walkthrough Tool Rubric, Praise Worthy Observations, and Targeted Next Steps ● FICs provide individual support to teachers as needed. ● Evaluators conduct formal/informal observations as needed. ● Walkthrough data/Feedback is reviewed by ILT 	All Classroom Teachers	<p><u>Resources:</u> Worcester Instructional Walkthrough Tool Rubric, Claremont Walkthrough Feedback Form</p> <p><u>Barrier:</u> Frequency of walkthroughs</p>
Development of a Structured Middle School Numeracy Curriculum	<p>STAR, MCAS, and Aleks data are reviewed regularly to monitor student growth in math.</p> <ul style="list-style-type: none"> ● Teachers meet in department and/or with FIC and use Data Dive Protocol to look 	Math Department	<p><u>Resources:</u> Atlas, STAR/MCAS/Aleks Data MA Math Standards of Practice</p> <p><u>Partners:</u></p>

	<p>specifically at areas of weakness to inform instruction.</p> <ul style="list-style-type: none"> • FIC, Math department head, Numeracy teacher, and Clark University's Math Curriculum Team leader met to review data and design a scope and sequence to target high need areas of weakness in student math skills. <p>Math Department Professional Development Opportunity to deepen understanding of MA Math Practice Standards was open to the entire math department led by FIC.</p> <ul style="list-style-type: none"> • Lesson plans submitted and peer feedback provided during the final meeting. 		<p>Clark University EdDept, Math teachers from various district schools</p>
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Sustainability 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 #1: Further develop and implement a variety of supports for English Learners/Multilingual (EL/ML).

Strategic Objective #2: Further develop and implement intervention strategies for at-risk students.

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.
Use Universal Design for Learning in order to support all students	<p>Professional development was delivered to staff in August 2019 by Katie Novak</p> <p>Lesson Plans have included explicitly identified elements from UDL from SY 2019 on.</p> <p>Coaches will emphasize UDL in conducting coaching cycles in 2021-2, helping teachers incorporate more choice and menus of support for all learners.</p>	All staff	<p><u>Professional Development/Partners:</u> Katie Novak-Novak Educational Consulting</p> <p>CAST (Center for Applied Special Technology)</p> <p><u>Resources:</u> Sample Lessons from the District on What UDL Looks Like in the Classroom, CAST infographics</p>
Add Co-Teaching Supports	ESL teachers will be used to support classes in a co-teaching model. District ML- Coach meeting with ESL teachers weekly. Additional special education position was added by the district	All students	<p><u>Partners:</u> District coaches Additional Special education staff Redistribution of ESL staff</p>
EL/ML Supports	<p>ESL teachers participate in weekly ESL department PLCs with one of the instructional coaches</p> <ul style="list-style-type: none"> ● PLC has a strong focus on improving ACCESS scores through lessons targeted at the specific domains especially Speaking ● LASW protocols and data dives occur monthly to inform instruction 	ESL dept All Students	<p><u>Partners:</u> District EL/ML coaching support to supplement building coaching support</p> <p><u>Resources:</u> WIDA trainings, webinars Curriculum team meetings Limited availability for teachers to push into content classes</p>

	<p>SEI strategies and Ellevation resources are shared across disciplines.</p> <ul style="list-style-type: none"> • ESL teachers reflect with students frequently about performance in non-ESL classes and conduct tutorial workshops as needed to help students better succeed in those classes. • ESL teacher pushes into ELA classes to support MLs 		
Weekly Heath & Guidance Meeting	<p>Weekly meetings focus on students in need of support in the areas of attendance, behavior, academics, and mental health.</p> <ul style="list-style-type: none"> • For students with the most absences, counselors and administrators will reach out to students and their parents to explain the urgency of attending school and to offer support. • Options for Buyback and credit recovery will be part of support plans. 	Individual student concerns	<p><u>Resources:</u> Data from Sage/Panorama and reports from staff</p> <p><u>Partners:</u> Guidance, SEL staff, Administration, Family Health Center</p>
Team-Led Interventions for Students with Attendance/Tardiness Issues	<p>Teams will use Panorama to identify students with high needs, with an emphasis on attendance and tardiness to school.</p> <ul style="list-style-type: none"> • These students will be placed in Panorama groups and will be assigned a “champion” from the team to reach out quickly when students are absent period one. • Teacher champions will also help monitor student progress. <p>Staff uses REMIND to connect with students/caregivers around absenteeism/tardiness and academic performance</p>	All students	<p><u>Barriers:</u> Lack of staff experience using Panorama platform</p> <p>Time staff need to identify and connect with students around attendance</p> <p><u>Resources:</u> Training in Panorama, Enrolling All Students in Remind.com, Team meetings, Student buy-in, Caregiver support</p>

9th Grade Interventions	<p>9th grade team meets regularly with admin, SAC, and guidance. District manager attends these meetings periodically to offer support.</p> <ul style="list-style-type: none"> ● Recruit students for the ITT program ● Monitor student progress/success ● Use CPS with targeted student groups ● Embed SEI strategies in all classes with all students 	9th grade team	<p><u>Resources:</u> Grade 9 Team meeting running agenda Panorama</p>
Build Student Self-Efficacy	<p>Maintain and increase organizations that enable student voice and offer outlets for student interests (athletic teams, LBGTQ Club, Spanish Honor Society, March Madness, Robotics, Ubuntu Cup, etc.)</p> <ul style="list-style-type: none"> ● A guest speaker addressed tolerance and understanding for a variety of gender identities. ● Students (gr 9-12) are recruited for the ITT program <p>Structure time for students to build portfolios and to reflect twice yearly on their progress and areas for improvement.</p> <p>Convene formal MyCAP conferences for students completing 7th, 9th and 11th grades.</p> <p>Continue to build and support Gateway Presentations for students completing 8th, 10th and 12th grades.</p>	All students	<p><u>Resources:</u> Google Sites Student Portfolios Google Form Self-Evaluation Panorama</p> <p><u>Barrier:</u> Student identity/privacy in SAGE Implementation of CRP/Training for new staff</p>

Sustainability Practice #4: School culture and climate

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

Strategic Objective #1: Implement Collaborative Problem-Solving into team meetings and discipline procedures.

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.
PD on Collaborative Problem Solving	Tier 1 Sessions PD (August, November, and January)	All staff 80-100%	<p><u>Resources:</u> Think Kids PD manuals, CPS-APT planning sheets</p> <p><u>Partners:</u> ThinkKids, District staff for coverages</p>
Coaching Cycles with CPS Coaches	Coaching Cycles with CPS coaches will provide opportunities for teams to work collaboratively to apply CPS with students	All staff 80-100%	<p><u>Resources:</u> CPS-APT planning sheets</p> <p><u>Partners:</u> CPS coaches</p> <p><u>Barrier:</u> Coaching sessions after school hours</p>
Team Meeting Protocols to Address Student Concerns	<p>Establish and implement a protocol for facilitating team meetings.</p> <ul style="list-style-type: none"> ● Embed into the protocol a section for concerns that can be addressed using Tiered Interventions and/or CPS ● Use Panorama to record and monitor student progress ● Input CPS into Panorama as one of the intervention strategies 		<p><u>Resources:</u> Team based student concern protocol, DCAP flowchart, MTSS CPS-APT planning sheets, Panorama</p> <p><u>PD:</u> District and school-based trainings in Panorama/CP</p>