

School Acceleration and Accountability Action Plan

Worcester Public Schools 2021 - 2022



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

Doherty Memorial High School

School

Sally Maloney

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
Sally Maloney	Principal
Peter Bowler	Assistant Principal
Ed Capstick	Assistant Principal
John Staley	Assistant Principal
Ed Whalen	Assistant Principal
Carolyn Waters	Focused Instructional Coach
Barbara McKeon	Assessment Specialist
Sherri Blake	ELA Teacher/Department Head
Steve Bucciaglia	Social Studies Teacher/Department Head
Adriana Dine	Foreign Language Teacher/Department Head
Judy Fairfull	Guidance Department Head
Liz Fife	Special Education Teacher/Department Head
Stacey Hill	Science Teacher/Department Head
Renah Razzaq	Mathematics Teacher/Department Head

Month	ILT Meeting Dates
September	1,24
October	7,12
Nov	10,17
Dec	2,16
Jan	6,20
Feb	1,15
Mar	3,17
Apr	7,28
May	3,17
June	2,8

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.

Strategic Objective and/or Area for Improvement from your list above)

- Increased opportunities for PLCs to meet and engage in the collaborative data cycle
- Provide opportunities for cross-curricular sharing of best practices to support disciplinary literacy and writing/communication skills for all learners

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.
<p>Review of common assessments in PLCs and opportunities to collaborate to plan instruction to address identified needs</p>	<ul style="list-style-type: none"> • Quarterly review of common assessments in PLCs, November (2021-June 2022) • Plan instruction in course-alike groups/PLCs to address areas of identified need (2021-June 2022) • Utilize SRSD strategies across content areas (September 2021-June 2022) • Engage in SRSD common writing assessments (September 2021-June 2022) • Meet in grade-alike groups/PLCs to identify student needs and collaborate to plan and implement action steps to support student need (2021-June 2022) • Engage in classroom walkthroughs and observations to monitor instruction to support areas of identified need (2021-June 2022) • ILT will engage in the collaborative data cycle to review school-wide and department data to design, support, and 	<ul style="list-style-type: none"> • ELA, math, Special Education, and EL 	<ul style="list-style-type: none"> • Data from SRSD, Delta Math, other common assessments • Time to review observed best practices and plan next steps • Need for funding to support additional meeting time to engage in collaborative discussion/reflection • Need for additional time to meet in collaborative groups to review data from walkthroughs and observations

	<p>monitor instructional strategies (2021-June 2022)</p> <ul style="list-style-type: none"> • Quarterly review of course data by teachers to identify areas of student need (2021-June 2022) 		
<p>Utilize three-tiered instruction (Core + more and “More”) strategies and interventions such as double-dose of support classes in core academic subjects to support all learners</p>	<ul style="list-style-type: none"> • Engage in a collaborative data cycle to review assessments in “double-dose” courses in order to plan and deliver instruction to meet areas of identified student need (2021-June 2022) • Incorporate co-teaching model to support EL students in core academic classes and provide scaffolded/tiered supports for students (2021-June 2022) • Engage in collaborative opportunities to identify and plan for the Incorporation of Universal Design for Learning (UDL) strategies to support all learners (2021-June 2022) 	<p>grades 9-12</p>	<ul style="list-style-type: none"> • Need for funding to support additional meeting time to engage in collaborative discussion/reflection

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

- Plan and implement targeted instruction to identify students as indicated by the Early Warning Indicator System and other formative/summative assessments
- Engage in peer observations and walkthroughs to share successful instructional strategies that support the identified needs of 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.
Engage in collaborative data cycle to identify areas of need and plan effective instruction and interventions	<ul style="list-style-type: none"> ● Quarterly review of common assessments in PLCs/departments (November 2021 to June 2022) ● Align professional learning (PD) to support instruction of identified areas of need (September 2021-June 2022) ● Provide one-to-one coaching to support targeted instruction of identified areas of need (August 2021-June 2022) ● Continue PD on Universal Design for Learning (UDL) to support increased student engagement and student-responsive instruction (August 2021-June 2022) 	<ul style="list-style-type: none"> ● ELA, math, Special Education, and EL 	<ul style="list-style-type: none"> ● Data from SRSD, Delta Math, other common assessments ● Time to review observed best practices and plan next steps ● Need funding to support additional meeting time to engage in collaborative discussion/reflection ● Need funding for additional PLC meetings to review data and plan instruction especially for grade 9 and 10 ELA, math ● Need funding for additional PLC meetings to review data and plan instruction to support English Learners
Frequent use of the Walkthrough tool to identify areas of need	<ul style="list-style-type: none"> ● Opportunities for administrative team to meet to review walkthrough data and plan supports to address identified needs (August 2021-June 2022) ● Engage ILT in walkthrough process (September 2021-June 2022) ● Review walkthrough data with the ILT to identify needs for content-specific supports (September 2021-June 2022) 	<ul style="list-style-type: none"> ● Teachers 	<ul style="list-style-type: none"> ● Time to conduct walkthroughs ● Time to review data and plan next steps ● Need funding to support additional professional learning opportunities needed to support identifies areas of need

	<ul style="list-style-type: none"> ● Plan professional learning/PD opportunities based on walkthrough data (September 2021-June 2022) ● Provide one-to-one coaching support based on walkthrough data (August 2021-June 2022) ● Provide specific feedback to individual teachers focusing on targeted academic goals/skills, effective use of time, depth of knowledge (August 2021-June 2022) 		
<p>Staff members engage in peer observations to observe and share successful strategies that support high quality teaching, learning and curriculum</p>	<ul style="list-style-type: none"> ● Opportunities for staff members to meet to debrief peer observations, follow up on observed best practices, and plan next steps in instruction to support all learners (January -June 2022) ● Opportunities for teacher’s model content and engagement strategies for peers (January 2022- June 2022) 	<ul style="list-style-type: none"> ● Teachers 	<ul style="list-style-type: none"> ● Need for additional time for teachers to meet by PLC/department to review observed best practices and plan next steps ● Need funding to support additional meeting time to engage in collaborative discussion/reflection

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

- Engage in the frequent review of data (pre/post assessments) to plan and adjust targeted instruction to support all learners
- Utilize three-tiered instruction (Core + more and “More”) strategies and interventions

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.
Review a range of assessment data in PLCs to identify areas of student need	<ul style="list-style-type: none"> ● Meet by departments/PLCs to design /update common assessments (August 2021-June 2022) ● Meet by departments/PLCs to engage in data review cycle for common assessments (August 2021-June 2022) ● Meet by departments/PLCs to design instruction that addresses identified student needs (August 2021-June 2022) ● Incorporate principles of Universal Design for Learning (UDL) to support student - specific needs (August 2021-June 2022) ● Utilize assessment data in EL PLC to identify areas of student need and plan target instruction to support student need (September 2021-June 2021) 	<ul style="list-style-type: none"> ● ELA, math, Special Education, and EL 	<ul style="list-style-type: none"> ● Data from SRSD, Delta Math, other common assessments ● Time to review observed best practices and plan next steps ● Need for funding to support additional meeting time to engage in collaborative discussion/reflection
Utilize multi-tiered supports and interventions to engage students and provide multiple means of representation and expression	<ul style="list-style-type: none"> ● Utilizes double-dose of support classes in core academic subjects: Massachusetts Comprehensive Assessment System (MCAS) support classes, Academic Literacy (August- 2021-June 2022) ● Utilize three-tiered instruction through support classes Grade 9 and Grade 10 Seminar, Senior Seminar, AVID ● Utilize scaffolded support to provide three-tiered instruction through support programs/opportunities: PLATO, after- 	<ul style="list-style-type: none"> ● All learners’ grades 9-12 	<ul style="list-style-type: none"> ● Funding to support additional intervention strategies beyond the school day

	<p>school tutoring for MCAS science, math and English</p> <ul style="list-style-type: none">● Utilize the co-teaching model to provide EL support in core content classes. (August-2021-June 2022)● Utilize scaffolded supports in content classes to engage and assist special education students (August- 2021-June 2022)● Utilize targeted/tier 2 supports for EL students in content area classes● Utilize UDL strategies to support targeted instruction for EL students and students with disabilities (August 2021-June 2022)● Review data from Early Warning Indicator System to identify students in need of targeted interventions● Expand the use of UDL strategies to provide scaffolded supports for grade 9 and 10 students (August 2021-June 2022)● Utilize data from the Early Warning Indicator System and other assessments and check-ins to identify students for additional support through the Adopt-A-Student program (January 2022-June 2022)		
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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

- Continue to engage in frequent opportunities to collaborate with teachers, students, and caregivers and collect feedback from faculty, students, and caregivers regarding the impact of programs
- Increase opportunities for multiple means of student engagement both in academic courses and school-sponsored activities

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.
Increase opportunities for SEL/Wellness supports for all students	<ul style="list-style-type: none"> ● Wellness Google Classroom to share SEL strategies/supports (September 2021-June 2022) ● Incorporate SEL/wellness into student goal setting activities (February-May 2022) ● Engage students in self-reflection and mindfulness activities both in and beyond the academic classes (March 2022-June 2022) 	<ul style="list-style-type: none"> ● Student ● Staff 	Individual/small group meetings with student, Team meetings, classroom visits/lessons, student clubs and activities (including Mind Matters, Stand for the Silent)
Support virtual safety with student training and support	<ul style="list-style-type: none"> ● iSafe lessons for all students (November 2021, March 2022) ● Engage students in creating personalized virtual safety goal as part of student goal setting (November 2021, March 2022) 	<ul style="list-style-type: none"> ● grades 9-12 	<ul style="list-style-type: none"> ● Time to plan/ review lessons ● Opportunities for students to participate in lessons
Frequent safety reviews/drills	<ul style="list-style-type: none"> ● Monthly fire drills (August 2021-June 2022) ● Staff review of WPS safety videos (Crisis Response, ALICE, physical restraint, anti-bullying, COVID personal safety August 2021) ● Review of WPS Reopening Guide (August 2021) 	<ul style="list-style-type: none"> ● grades 9-12 ● Staff 	<ul style="list-style-type: none"> ● Partner with the Worcester Fire Department, School Safety Office, COVID Coordinator, Nursing Staff, Emergency Management Team
Increase student engagement and agency both in and beyond class time	<ul style="list-style-type: none"> ● Provide professional learning (PD) on Universal Design for Learning focusing on multiple means of engagement (August 2021-June 2022) ● Provide UDL (multiple means of engagement) coaching support to teachers (August 2021-June 2022) ● Provide opportunities for students to choose learning activities, materials (choice boards, novel/article selection, activity selection) 	<ul style="list-style-type: none"> ● grades 9-12 ● Staff 	<ul style="list-style-type: none"> ● Need for funding for additional PD on UDL ● Need for funding for additional student engagement supports for extracurricular activities

	<p>(August 2021-June 2022)</p> <ul style="list-style-type: none">● Foster student engagement in school community through a range of extra-curricular activities, clubs, and team sports (August 2021-June 2022)● Engage and support incoming grade 9 students through interactive virtual orientation session (August 2021)● Support students to set, review, and update personalized engagement goals through the student goal setting process (August 2021-June 2022)● Provide information to caregivers on student engagement activities through websites such as the virtual Know Your School Night site (November-December 2021), Eighth Grade Open House website (December 2021-March 2022) Grade 9 orientation site (August-September 2021) and the library website (August 2021-June 2022)● Provide increased opportunities for student voice through participation in focus groups such as Student Advisory Council, Student Council, feedback groups, technology focus group, student goal setting focus group (September 2021-May 2022)		
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