

# School Acceleration and Accountability Action Plan

## **Worcester Public Schools 2021 - 2022**



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

### **South High Community School**

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School

**Jeffrey Creamer**

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Principal or Administrator

**Maureen Binienda**

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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
Jeffrey Creamer	Principal
Olga Papadopoulos	Assistant Principal
Kellie Moulin	Assistant Principal
Angela Dyer	Assistant Principal
Micheal Brennan	Assistant Principal
Jamie Penny	Administration Intern
Carlo DiBonaventura	Focused Instructional Coach
Kathleen McMahan	Focused Instructional Coach
Jess Zaleski	ESL Department Head
Dan Little	Math Department Head
John Grady	ELA Department Head
Allyson Houlihan	Social Studies Department Head
Erin Morrissey	Science Department Head

Month	ILT Meeting Dates
September	10, 24
October	15, 27
Nov	12, 17
Dec	3, 15
Jan	12, 21
Feb	11. 16
Mar	9, 18
Apr	8, 27
May	13, 25
June	1, 13

## 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

All teachers will be in PLC with a focus on implementing UDL and Cultural Responsiveness in their practice.

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.
Cultural Responsive Committee	-Training from Bryt during October PD, and November and December faculty meetings on cultural responsiveness and student equity	All students	- Bryt Grant Training (Panorama, Student feedback)  - Student groups
Instructional Leadership Team will be made of core subject department heads, FICs, and Administration that meets bi-monthly	-Review school data trends to celebrate areas of strength and pinpoint challenges  -Devise strategies to attack areas of focus	All students	-Support from Curriculum Liaisons and the Central Administration Leadership
Implementation of subject and grade level PLCs	-Share best practices and UDL-designed lessons within and across disciplines  -Share culturally responsive lessons that incorporate student voice  -Embed MTSS framework within PLCs conversations to focus and ground discussions around high quality teaching and learning, SEL, cultural responsibility, and data analysis	All students	-FIC support

Barr Initiative (Post-Secondary Success) collaboration	-Leadership team meets monthly with Next Generation Learning to facilitate the planning of post-secondary success initiatives	All students	-Mentoring partnership with Lindsay Unified School District in California  -Next Generation Learning facilitators
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**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

Continued year-long PD on implementing and refining UDL lesson planning.

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.
Whole School UDL - Student Choice	<ul style="list-style-type: none"> <li>-Monthly faculty meetings will be used to train staff in the implementation of UDL principles in a classroom setting</li> <li>-Follow the MTSS model to provide for proactive support rooted in analysis of student data</li> </ul>	All students	<ul style="list-style-type: none"> <li>-Level 1 UDL certified faculty</li> <li>-District trainers</li> </ul>
Each ELA teacher will have a common student learning goal that aligns to the SAP goal of developing the skill of synthesizing texts to develop a claim using UDL	<ul style="list-style-type: none"> <li>- ELA department will develop a common vocabulary using the term literary technique instead of literary device to align with both MCAS and AP questions</li> <li>-Use department time to analyze results and share best practices that align to the SAP goal of synthesis writing.</li> <li>-Use department time to share UDL-designed lessons</li> <li>-Use of DCAP framework to best provide supports to students</li> </ul>	All students via ELA teachers	<ul style="list-style-type: none"> <li>-Department meeting time</li> <li>-CPT time in grades 9 and 10 to co-plan writing assignments with the Social Studies department.</li> </ul>

<p>Math Department will work closely with FICs to develop lessons embedded with UDL principles</p>	<ul style="list-style-type: none"> <li>-Regular meetings between FICs and Math Department Head to discuss strategies and lesson ideas</li> <li>-Use of the coaching cycle with Math Department members (Observation, Reflective meeting, Goal Setting, Action Plan)</li> <li>-Use of DCAP framework to best provide supports to students</li> </ul>	<p>All students via Mathematics teachers</p>	<ul style="list-style-type: none"> <li>-FICs</li> <li>-Coaching rounds to support and improve the coaching cycle</li> </ul>
<p>Science courses will incorporate CER (Claim, Evidence, Reasoning) strategies</p>	<ul style="list-style-type: none"> <li>-Science department will use department time and PLC time to share UDL-designed lessons that focus on CER</li> <li>-PLC and department time will be used to analyze CER assessment data and plan next steps</li> <li>-Use of DCAP framework to best provide supports to students</li> </ul>	<p>All students via Science teachers</p>	<ul style="list-style-type: none"> <li>-Support from FIC</li> <li>-Department meeting time</li> <li>-PLC meeting time</li> </ul>
<p>Redesigned district Walk-Through tool to target the school-wide focus on UDL.</p>	<ul style="list-style-type: none"> <li>-Results from the walk-through tool will drive school-wide professional development</li> <li>-Administrative team, department heads, and FICs will meet monthly to monitor and discuss results of walk-through tool and then plan professional development.</li> <li>-One-on-one coaching and small group coaching will provide individual teachers with specific and direct feedback that is particularly focused on the implementation of UDL</li> </ul>	<p>All students</p>	<ul style="list-style-type: none"> <li>-Administrative team</li> <li>-Department heads</li> <li>-FICs through the coaching cycle</li> <li>-Department and Faculty meeting time</li> </ul>

### 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

Intervention supports for students (both academic and SEL) to support their scholastic success

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.
Using Panorama to communicate interventions and address students' SEL needs	<ul style="list-style-type: none"> <li>-Executive Functioning class offered to students to target those in need of organizational skills</li> <li>-Freshman Seminar class with specific instruction on study skills, goal setting, time management, and developing a growth mindset.</li> <li>-Mindful Moment Bell Ringer once a day across the curriculum.</li> <li>-Using Panorama to create individualized plans for struggling students with a focus on connecting them with an adult mentor in the building.</li> <li>-Analysis of Panorama survey data on a biweekly basis to determine students in need of support</li> <li>-Analysis of Panorama academic and SEL data to create a school specific survey on student engagement. This survey will then drive our planning of further engagement strategies.</li> <li>-Analysis of Panorama academic and SEL data to recruit students for the In This Together (ITT) after school program.</li> </ul>	Tier 2 and 3 students	<ul style="list-style-type: none"> <li>-"Say Hello" initiative</li> <li>-Addition of 3rd SAC</li> <li>-Common planning time in grades 9 and 10</li> <li>-Leadership meeting time</li> <li>-After school transportation via WRTA</li> <li>-ITT grant funding</li> </ul>

<p>Quarter long MCAS Math class for all grade 9 students and a semester long MCAS Math class for targeted grade 10 students that embeds UDL principles</p>	<ul style="list-style-type: none"> <li>-Curriculum will focus on testing standards</li> <li>-Use of DCAP framework to best provide supports to students</li> <li>-Use MTSS to proactively identify students in need of math support to place in this class</li> </ul>	<p>Grades 9 and 10</p>	<ul style="list-style-type: none"> <li>-Staffing for courses</li> </ul>
<p>Through the continued use of SRSD in the ELA and Social Studies classrooms, we will target synthesis writing.</p>	<ul style="list-style-type: none"> <li>-The ELA department will administer 3 city-wide SRSD writing assignments that align to the skill of synthesizing texts to develop a claim.</li> <li>- The ELA department will monitor, analyze, and react to the ongoing data collection from Studysync Benchmark tests, SRSD writing projects, STAR testing, and individual classroom assessments.</li> <li>-Use of DCAP framework to best provide supports to students</li> </ul>	<p>All Students via ELA teachers</p>	<ul style="list-style-type: none"> <li>-Department meeting time</li> <li>-CPT time in grades 9 and 10 to co-plan writing assignments with the Social Studies department.</li> </ul>
<p>Biology-focused CPT to share best practices and review student performance data</p>	<ul style="list-style-type: none"> <li>-Weekly meetings of Biology teachers where data will be reviewed to determine areas of focus in the curriculum</li> <li>-Planning and execution of a revamped Biology MCAS review session (BioBlitz)</li> </ul>	<p>All 9th grade students via Biology teachers</p>	<ul style="list-style-type: none"> <li>-CPT time</li> <li>-Department meeting time</li> <li>-FIC support</li> </ul>

### 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

Continued implementation of the Cultural Responsive Committee and development and implementation of the School Culture and Climate ILT to monitor and develop building-wide best practices.

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>Guidance, SAC, Administration will monitor and intervene as needed regarding Chronic Absenteeism, SEL issues, etc.</p>	<ul style="list-style-type: none"> <li>-Collection of non-traditional data to analyze students' motivation for coming to school (e.g. sports and club participation).</li> <li>-Further development of student generated and run clubs and events to increase sense of belonging in school.</li> <li>-Continued family outreach from teachers and administration and tracking of this data through Panorama.</li> </ul>	<p>All students</p>	<ul style="list-style-type: none"> <li>-Panorama training for new teachers</li> </ul>
<p>Continued implementation of the Cultural Responsive Committee (CRC) to monitor and develop building-wide best practices.</p>	<ul style="list-style-type: none"> <li>-Training from Bryt during October PD, and November and December faculty meetings on cultural responsiveness and student equity.</li> <li>-Monthly meetings with CRC to plan and implement further PD opportunities.</li> <li>-Share culturally responsive lessons that incorporate student voice</li> <li>-Incorporate MTSS framework on SEL and Culturally responsible teaching</li> </ul>	<p>All students and teachers</p>	<ul style="list-style-type: none"> <li>-FIC and administration support.</li> <li>-After school and in school meeting time.</li> <li>-Continued partnership with Bryt.</li> </ul>

<p>Development of School Culture and Climate ILT.</p>	<ul style="list-style-type: none"> <li>-Monthly meetings led by FICs to elicit feedback on teachers’ perception of school culture and climate.</li> <li>-Devise strategies to improve school culture for both students and teachers</li> <li>-Development of school-based activities to enhance a sense of community.</li> <li>-Development of culturally responsive best practices to implement throughout the building.</li> <li>-Implementation and continued reinforcement of Four Core Values (“South High staff and students are: Respectful, Responsible, Ready-to-Learn, and Resilient.”)</li> <li>-Use MTSS framework to empower families and caregivers to support school culture and become part of the planning and implementation</li> </ul>	<p>All students and staff</p>	<ul style="list-style-type: none"> <li>-FIC and administration support.</li> <li>-After school meeting time.</li> <li>-Funding for activities.</li> </ul>
<p>Use Panorama to identify opportunities to strengthen student engagement (especially through a sense of belonging)</p>	<ul style="list-style-type: none"> <li>-Panorama data will be used by administration and FICs to identify the degree to which students exhibit a sense of belonging to the school community in alignment with DESE's Acceleration Roadmap (Priority 1).</li> <li>-Outreach to students in order to target those who need support</li> <li>-Focus on 9th and 10th grade students through the use of a mentor / mentee relationship of one teacher with 5-6 at risk students meeting weekly</li> </ul>	<p>All Students</p>	<p>-SAC, guidance, and administration will serve as resources</p>