SCHOOL ACCELERATION and ACCOUNTABILITY ACTION PLAN

Worcester Public Schools
2021 - 2022

Delivering on High Expectations and Outstanding Results for All Students

Worcester Technical High School

Siobhan Petrella
Principal or Administrator

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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. 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.
III. Action Plan

In this section you will set your strategies and activities using the data you observed. Your strategies and activities will be couched in the four turnaround and acceleration practices. First, you’ll need to identify your strategic objective and/or key area for improvement for each of the turnaround practices. Then you’ll identify the actions you will take this year and think through another implementation matters.

<table>
<thead>
<tr>
<th>Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration</th>
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<tr>
<td>The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.</td>
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**Strategic Objective and/or Area for Improvement**

- After formatively assessing students, teachers, guided by ILT and administrators, will work collaboratively to update their curriculums and plan to accelerate student learning to grade level standards.
- Data training, review and response

<table>
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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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<tr>
<td>Formative and diagnostic assessment of students</td>
<td>In the first weeks of school teachers will use department developed formative assessments to determine where students are “at” and plan responsive curriculum, instruction, and assessment to accelerate student learning. Departments will continue to administer and analyze formative and diagnostic assessments throughout the year in a sustained manner to adjust curriculum, instruction, and assessment and to implement tier 2 and 3 supports students.</td>
<td>All students</td>
<td>SRSD, Edmentum, department developed assessments, Star</td>
</tr>
<tr>
<td>Department-based PLCs to review and update scope and sequences/curriculum maps</td>
<td>Department common planning time throughout the year to update, develop and shift curriculum based on formative and diagnostic assessments. Department-based workshops throughout the year to develop strategies and action steps based on data training and classroom performance to monitor student learning and growth.</td>
<td>Teachers</td>
<td>Atlas, VocTech Scope &amp; Sequence models, Curriculum mapping guides, Math Star Data training, Department head developed PD/PLC, district provided science training,</td>
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<tr>
<td>Sustained opportunities for professional growth to promote shared responsibility for the success of all students</td>
<td>5 half-day PDs and one full day PD to support Professional learning and ongoing support around implementing evidence-based strategies for supporting diverse learners:  ● Making student thinking visible and data analysis  ● Monitoring data, instructional alignment, and building engaging content  ● Collaborating to build expert learners  ● A welcoming school  ● Ellevation strategies: reach your ELs</td>
<td>Teachers</td>
<td>UDL, Lesson planning resources, Ellevation, Panorama and Social awareness/restorative practices</td>
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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.

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<th>Strategies or Best Practices</th>
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| ● Increase instructional support through coaching by adding a VocTech instructional coach to support acceleration plans and the many new VocTech teachers that we have added in the past two years.  
● Reestablish Walkthrough routines of all 31 school leaders (department heads, admin, coaches) |                                                                                             |
| **Strategic Objective and/or Area for Improvement**                                                                 | **Strategies or Best Practices**                                                               |
| ● Increase instructional support through coaching by adding a VocTech instructional coach to support acceleration plans and the many new VocTech teachers that we have added in the past two years.  
● Reestablish Walkthrough routines of all 31 school leaders (department heads, admin, coaches) | ● Increase instructional coaching to support all teachers  
  Coaching observations, meetings with teachers and support sessions  
  Mentoring program for new teachers to support classroom instruction and school protocols- 
  meets afterschool monthly | ● Teachers  
  New coach, continued support from administration  
  Mentoring Program |
| ● Organize small group PLCs around instructional improvement topics  
  Teacher participation, coach planning and sharing on:  
  ● SEI strategies in vocational/technical settings  
  ● UDL for lesson planning  
  ● Hybrid teaching  
  ● Ellevation instructional support  
  ● Effective use of technology/google classrooms to support student success | ● Teachers  
  Common planning time or PD half days or department meetings  
  EL Grant  
  UDL Consultants |
| ● Assign walkthroughs observations to all school leaders to reflect, share and improve practice throughout the school. | ● Teachers  
  Organized implementation and participation by school leaders  
  Established district walkthrough tool |
<p>|                                                                                                                  | Coach instructional support based on feedback gathered from walkthroughs                    |
|                                                                                                                  | Communicate walkthrough expectations, evaluate walkthrough data at ILT                     |</p>
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<tr>
<th>Turnaround Practice #3: Student-specific supports and instruction to all students</th>
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<tr>
<td>The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.</td>
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### Strategic Objective and/or Area for Improvement

English language development classes will be integrated into “shop week” as well as “academic week.”

Develop a targeted after-school Math for Shop areas program to support data identified (Edmentum, MCAS & Star/low-performance) students

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<th>Key activities and actions (specific and timebound)</th>
<th>Target group or population</th>
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<td>1. Add EL classroom support for EL students during academic week</td>
<td>Yearlong “ELD” support classes for EL students during academic and shop weeks</td>
<td>EL Students</td>
<td>Additional ESL Teacher, Scheduling time with levels</td>
</tr>
<tr>
<td>2. Support academic teachers to improve integration of WIDA standards framework, focusing on expectations and opportunity.</td>
<td>PD to improve tiered instruction/accommodating learners at different levels in standard classrooms. Ellevation training for all teachers and the development of 20 schoolwide El instructional strategy trainers.</td>
<td>EL Students</td>
<td>Students are not grouped into leveled ELD classes appropriately due to scheduling limitations</td>
</tr>
<tr>
<td>3. Develop and introduce an after-school math program to improve “real-world” math applications</td>
<td>Recruit teachers, organize programs and recruit students. Collect data on math to target with afterschool support. Plan “authentic” weekly 1.5-hour lessons. MCAS Math support sessions offered throughout the year. Virtual math extra sessions provided twice a week by teachers and we also offer WPI tutoring weekly for all students.</td>
<td>Low performing Math Students</td>
<td>Student recruitment, parent communication to support program CTE/Math Grant District MCAS Tutoring WPI Tutoring</td>
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</tbody>
</table>
## Turnaround Practice #4: School culture and climate

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

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<thead>
<tr>
<th>Strategic Objective and/or Area for Improvement (1 or 2)</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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</table>
| Increase SEL support for all students by providing an all student “Zen Den” and increased access to guidance and school adjustment counselors by adding an additional guidance counselor. | Train teachers on using the data to support SEL, teachers will provide targeted support to their students based on data/incorporated into professional practice  

SEL team will monitor students throughout the year to ensure improvements in their social and emotional well being  

Professional development on restorative justice practices in response to student written feedback on Panorama  

Guidance will present Zen Den to students through one to one meeting, emails and groups, to provide an environment for all students to decompress from their stressors and practice mindfulness, self-regulation, and self-awareness. | Teachers/SAC/Guidance  

All students | Panorama PD developed for VocTech and Academic teachers  

Physical room, furniture, guidance coverages, communication tools |
| Connect with students: Support students’ needs and leverage their Cultural and linguistic identities | Establish a “WTHS School Clothing Closet and Food Pantry” organized by students to meet the varying needs of our students.  
Increase the number of school clubs and activities (including creating new clubs based on student recommendations- for example the Black Student Union and Step Club were both proposed by students and now have 20+ active members)  
School adjustment counselors and guidance trained to utilize panorama to identify students who may need tier 2 and 3 SEL supports (for example, our SAC team implemented a social skills group in response to teacher feedback and data) | All students | Black Student Union and Step Club were both proposed by students and now have 20+ active members) a new multicultural event Family events |
| Redesign guidance roles to better support incoming 9th grade students. | Reorganize guidance to include a counselor designated to supporting academic and social-emotional issues in our 9th grade group.  
Hire an additional school adjustment counselor to support all students. | 9th grade/all students | New SAC, new Google Classroom for 9th grade students |