



# The City of **WORCESTER**

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April 21, 2022

To All Proposers:

Subject: **RFP No. 7797-W2, Consultant – ESSER Evaluation / WPS**

## **ADDENDUM NO. 2**

To Whom It May Concern:

With reference to our proposal request relative to the above subject, please refer to the changes/modifications/clarifications to the original proposal request.

- ***PLEASE SEE ATTACHED WPS ESSER PLAN INFORMATION***

- [Attached school board summary item for after school program plans](#)
- [Attached Annual Budget Book information on ESSER funding](#)
- [Attached School Committee ESSER 3](#)

Proposers are requested to acknowledge and/or include this addendum with submission. All other terms, conditions and specifications remain unchanged.

Very truly yours,

Christopher J. Gagliastro  
Purchasing Director

gb #2-73 -

**Request administration update the Worcester School Committee on after-school/additional learning time programs being funded through federal Elementary and Secondary Schools Emergency Relief funds, as required under the terms of the grant.**

The elementary, after school initiative has provided a unique opportunity to support students in acceleration and recovery this school year by providing a varied menu of enriching, out of school time, academic and social emotional activities for our students. Each school was given a budget, and leadership teams were given the autonomy to create and design programming that best met the needs of their students. After school plans for all the schools differ by days, time and grade level but all have both an academic and SEL focus. The feedback to date has been extremely positive and in the short time these sessions have been under way, schools have seen notable gains in learning and social well being.

Middle school principals are also designing their own after school programming based on the needs of their students. At this time, three middle school programs (Forest Grove, Sullivan, and University Park) are offering after school programs for their students using ESSER funds. Burncoat Middle and Worcester East are offering after school programs using alternate funding sources (21st Century Learning Center and Targeted Assistance Grant funds, respectively). Claremont Academy is planning to offer its ESSER-funded after school program during the fourth quarter.

Worcester Public Schools  
**Elementary After School Plans**

Principal: Sam FanFan	School: Burncoat Prep
<b>After School Plan</b>	
Start Date: 11/2 <span style="float: right;">End Date: 5/26</span>	
Days: Tuesday, Wednesday, Thursday	Hours: 2:15-4:00
Area of Need: -Math	Evidence Data: -MCAS Data 3-6 -STAR Math Data grades 1-6
Target Grade(s) Level(s): 1-6	
Target Academics: Math	
SEL/Enrichment Options: -Fitness/Physical activity -Group games to build social skills -Social groups	Dates and Time:  T, W, TH rotating
Curriculum: -Generation Genius -Various math games	
Monitoring Dates:  Baseline data from fall assessments (11/21/21) EDcite pre-assessment (1/22/22) Mid Cycle Review (5/22/22) Mid-year assessment	Evidence of Academic Improvement: -STAR Progress Monitoring Reading/Math -EDcite-Assessments  Document of Improvement: -Star progress monitoring (math) -Data spreadsheet
<b>Brief Overview of Program:</b>  Students will participate in our afterschool program on T, W, Th from 2:15-4:00 each day. Students will have daily lessons focusing on math. We will focus on strengthening math skills for students in grades 1-6. We will use various math games and manipulatives, as well as Generation Genius. In addition, there will be a fitness component to the program where all students will get to participate in 15 minutes of physical activity or a group game to build social skills daily. School adjustment counselor will conduct social groups to support students.	

Principal: <b>Mary G. Sealey</b>	School: <b>Canterbury</b>
After School Plan	
Start Date: November 2 , 2021	End Date: March 31, 2021
Days: Tuesday, Wednesday, Thursday	Hours: 2:05-4:05
Area of Need: Reading, Writing, Math	Evidence Data: BAS, STAR, MCAS
Target Grade(s) Level(s): 3-6	
Target Academics: Reading, Writing, Math	
Community Partners: Holy Cross	
SEL/Enrichment Options: Cooking Classes (through food service at Holy Cross)	Dates and Time: TBD
Curriculum: Fountas and Pinnell, CIA, SRSD, Envisions, ST Math, Lexia, LLI	
Monitoring Dates: 11/2/21 Baseline data from fall assessments 1/21/22 Midcycle Review 4/1/22 Exit Review	Evidence of Academic Improvement: Running Records, Writing Samples, STAR Progress Monitoring Reading/Math  Document of Improvement: Data spreadsheet
Brief Overview of Program: Our program will target students in need of academic support in reading, math, or both. Students will start the session with snack and mindfulness exercises, and then will have daily lessons in reading and math. Holy cross students will lead them in sports activities outside or in our gym to round out the day.	



Principal: Jessica Boss	School: Chandler Elementary
After School Plan	
Start Date: November 2, 2021	End Date: May, 2022
Days: Tuesday, Wednesday, Thursday	Hours: 2:00 - 4:30
Area of Need: ELA, Math, Science, SEL, Fitness/Nutrition, Music/Arts	Evidence Data: STAR, BAS, Lexia, ST Math, Pre/Post Assessments, Ed Cite Assessments
Target Grade(s) Level(s): Grades 4-6	
Target Academics: Reading Comprehension, Vocabulary Development, Writing Across Content, Mathematics	
SEL/Enrichment Options: Mindfulness Social Skills Groups (Boys/Girls) Basketball Speed and Agility Fitclub Chorus Theater Club Art Club Student Council	Dates and Time: 2:00-4:30 11/1-2/4 (10 weeks) Tuesday, Wednesday, Thursday 2:00 - 4:00 - Instruction/Activities 4:00-4:30 - Teacher Planning
Curriculum: Chapter Books, Scholastic News, F&P materials, LLI, Envisions, Greg Tang materials, ST Math, Lexia	
Monitoring Dates: 11/2/21 Baseline Data 12/6/21 Mid-cycle Review 2/4/22 Exit Review	<b>Evidence of Academic Improvement:</b> STAR Data, Lexia, ST Math, Progress Monitoring (Formative assessments weekly)  <b>Baseline assessment</b> will be administered by grade level <b>Mid-Point assessment</b> - by grade level <b>Final assessment</b> - by grade level  <b>Document of Improvement:</b> Assessment scores will document the improvement

### Brief Overview of Program:

Our program will be multi-faceted and will incorporate academics, enrichments, exercise, and daily social-emotional activities. Each session will include homework help, reading and math instruction, with a variety of intervention programs to support the needs of all learners.

Tuesday and Thursday will focus on literacy and math instruction. There will be a social component daily. Wednesday will be the "enrichment" day. Students will have the choice to participate in two enrichments (45 minute Blocks) for 5 weeks, then will choose 2 more for the last 5 weeks. Enrichments will focus on healthy mindset, exercise, arts, and music.

### Daily Schedule: (Tuesday/Thursday)

2:00 - 2:30 Attendance, Snack, Mindfulness, Recess/Exercise

2:30 - 3:15 Literacy (Reading Comp, Vocabulary Development, Writing Across Content, Lexia)

3:15- 4:00 - Math

4:00- 4:30 - Teacher Planning

### Wednesday:

2:00-2:30 Attendance, Snack

2:30 - 3:15 - Enrichment Activity # 1

3:15 - 4:00 - Enrichment Activity # 2

4:00 - 4:30 - Teacher Planning

Chandler Elementary School

Principal: Noeliz Irizarry	School: Chandler Magnet School
After School Plan	
Start Date: 11/15/2021	End Date: 5/27/2022
Days: Tuesday, Wednesday, Thursday	Hours: 2:45-4:45
Area of Need: Math	Evidence Data: STAR reports suggest notable gaps in standards addressed during school closure
Target Grade(s) Level(s): 2nd, 3rd, 4th	
Target Academics: Math	
SEL/Enrichment Options: Dance (Flamenco) Cooking Dungeons and Dragons Knitting Gardening	Dates and Time: Tuesday, Wednesday and Thursday 2:45-4:45pm  5-week cycle
Curriculum: ST Math, teacher developed curriculum that aligned with the enrichment activity	
Site Administrator- Noeliz Irizarry	Staff: Kim Tornatola, Ashley Veras, Blanca Ludizaca, Jayquana Colon, Noeliz Irizarry
Monitoring Dates: monthly	Evidence of Academic Improvement: -observations -informal assessments  Document of Improvement: -Star Math -pre and post assessments
<p>Brief Overview of Program:</p> <p>Students will participate in activities that are related to our theme "Math is All Around Us". Students will learn how mathematical thinking is embedded in all sorts of fun hobbies and activities.</p>	

Principal: GregTremba	School: City View
After School Plan	
Start Date: 2/7/22	End Date:4/14/22
Days: Tues; Wed; Thurs	Hours: 3:25-4:55
Area of Need: Literacy- Reading; Math (Grades 1-3); Science/Engineering (4-6)	Evidence Data: Grades 1-3:BAS Data; Running records; ST Math data Grades 4-6: Engineering/Design project; Student work samples
Target Grade(s) Level(s): Grades 1-3; 4-6	
Target Academics: Reading; Math; Science	
Community Partners: College of the Holy Cross; WPI- Engineering Design Project; Catapult Learning	
SEL/Enrichment Options: Grades 1-3: Tutoring- Reading; Grades 4-6: Enrichment: Latin Club; Robotics; Engineering/Design Club	Dates and Time: 3:25-4:55 Tues; Wed; Thurs 10 weeks (2/7-4/14)
Curriculum: FP Classroom-LLI Kits for online tutoring Latin Club- Read Alouds with activities (Latin/English) provided by College of the Holy Cross WPS Robotics Program; WPI Engineering/Design (Curriculum and PD developed by WPI) ST Math	
Monitoring Dates: Reading Data: Week 5;10 Student work samples; Engineering/Design project: ongoing Student Survey: End of the program	Evidence of Academic Improvement: Reading Data; Student work samples; Student Survey  Document of Improvement:
Brief Overview of Program: Grades 1-3: Students will spend approximately 45 minutes Math intervention (Intervention groups; ST Math) and 45 minutes literacy development (online tutoring; LLI) via Catapult Learning. Grades 4-6: We will be leveraging our work with The College of the Holy Cross (CBL Latin Club), Robotics, and a WPI Engineering/design project for students at City View.	

Principal: Fjodor Dukaj	School: Clark Street
After School Plan	
Start Date: 11/9/21	End Date: 3/4/21
Days: Tuesday, Wednesday, Thursday	Hours: 2:45 - 4:15
Area of Need: Math ELA SEL Science	Evidence Data: -EdCite assessment -STAR -benchmark reading scores -benchmark math scores
Target Grade(s) Level(s): K-6	
Target Academics:ELA, Math & STEM	
SEL/Enrichment Options: Social groups and activities. Team building	Dates and Time: Tuesday, Wednesday & Thursday 2:45 - 4:15
Curriculum: Stem lessons, Small reading groups (book clubs), Math fact fluency	
Monitoring Dates: Tuesday - Thursday	Evidence of Academic Improvement: Edcite, Star and F&P Benchmark data
<p>Brief Overview of Program: Students will meet directly after school for additional tutoring of what is needed in order to continue progress of individual needs.The academic focus will be: Tue/Math, Wed/STEM &amp; Thu/ELA</p> <p>Enrichment: Art, exercise &amp; movement activities, and social groups that consist of games and activities.</p>	

Principal: Kathy Martinelli		School: Columbus Park School~ <i>Academic, Enrichments, and the Arts</i>	
After School Plan			
Start Date: 11/2/2021		End Date: 3/31/21	
Days: Tuesday/Thursday		Hours: 2:00-4:00 PM	
Area of Need: Homework Help Basic Skills, Core Instruction, Exercise and Enrichments, SEL, Theater Camp		Evidence Data: STAR Data, Lexia data, ST MATH, Electronic Notebooks, Speed Camp Theatre Camp Performance	
Target Grade(s) Level(s): Grades three through six			
Target Academics: Reading and Writing Across all Content areas, Mathematics			
Community Partners: Worcester Art Museum St. Andrew's Church Clark University Athletic Club Worcester State University Field Hockey Program			
SEL/Enrichment Options: Start with Hello~Sandy Hook Promise Theatre Camp Agility Training Speed Camp		Dates and Time: Tuesdays, Thursdays 2:00-4:00 pm SEL, Exercise, Art and Music Program will be offered twice a week to all students Scheduled dates: 11/2,11/4, 11/9, 11/16, 11/18, 11/23, 11/30, 12/2, 12/7, 12/9, 12/14, 12/16/2021~~~ 1/11, 1/13, 1/18, 1/20, 1/25, 1/27, 2/1, 2/3 2/8, 2/10, 2/15,/2/17, 3/1, 3/3, 3/8, 3/10, 3/15, 3/17, 3/22, 3/24, 3/29, 3/31/2022~~~	
Curriculum: Start with Hello, Fountas and Pinnell, CIA, SRSD, Envisions, ST Math, Lexia, LLI			

**Monitoring Dates:**

11/2/21 Baseline Data

1/21/22 Midcycle Review

4/1/22 Exit Review

**Evidence of Academic Improvement:**

STAR Data, Lexia, ST Math, Progress Monitoring

**Document of Improvement:** Electronic

Notebooks, Speed Camp

Theatre Camp Performance

**Brief Overview of Program:** Our program will be multi-faceted and will incorporate academics, enrichments, exercise, and daily social-emotional activities. Students will Start with Hello on a daily basis. Each session will include homework help, reading and math instruction, with a variety of intervention programs to support the needs of all learners. Students will participate in a daily enrichment activity which will include daily exercise, skill drills, speed camp, and theater camp. Theater Camp will include sessions co-taught by the music and art teacher and will result in a final performance for all parents.

Columbus Park School

Principal: Lucas Donohue	School: Elm Park
After School Plan	
Start Date: 11/9/2021	End Date: 4/7
Days: Tuesday, Wednesday, Thursday	Hours: 2:15-4:00
Area of Need: ELA, Math, Science, SEL, STEM, Music/Art	Evidence Data: STAR, BAS, Lexia, ST Math, Pre/Post Assessments, Ed Cite Assessments
Target Grade(s) Level(s): 1-5	
Target Academics: Reading Comprehension, Vocabulary Development, Writing Across Content, Mathematics, Engineering, Technology	
SEL/Enrichment Options: Theater Club Art Club Student Council	Dates and Time: 11/9-4/7, T,W,Th 2:15-4:00  2:15-2:30- Snack 2:30-3:15 Content Tutoring 3:15- 3:55: Content Enrichment
Curriculum: CIA, Scholastic News, F&P materials, LLI, Envisions, Greg Tang materials, ST Math, Lexia	
Monitoring Dates:  11/9- Baseline data 12/02- Mid Cycle Review 12/22- Exit Review	Evidence of Academic Improvement:  STAR Data, Lexia, ST Math, Progress Monitoring (Formative assessments weekly)  Document of Improvement: Assessment scores will document the improvement
<p>Brief Overview of Program: The program will run in 3 six week cycles with a focus on ELA, Math, and STEM and will incorporate academics, enrichment, and social-emotional learning activities. Each day will include 45 minute of targeted academic help including small group instruction, LLI, CIA, and "just in time" scaffolds. It will also include 45 minutes of enrichment that will vary depending on the focus of the session. Enrichments will focus on student choice, social-emotional learning, and the arts, and music.</p> <p>Daily Schedule: 2:15-2:30- Attendance, snack 2:30-3:15- Content area instruction 3:15-4:00- Enrichment groups 4:00-4:30- Prep</p>	



Principal: Mary E. Labuski	School: Flagg Street School
After School Plan	
Start Date: 11-02-21	End Date: 04-07-22 (Budget dependent)
Days: Tuesday, Thursday	Hours: 2:30 - 4:00 p.m.
Area of Need: Academic: Mathematics	Evidence Data: MCAS (2021) Gr 3 - 35% meeting or exceeding expectations; Gr 4 - 35% meeting or exceeding expectations
Target Grade(s) Level(s): 2-4	
Target Academics: Mathematics using Greg Tang Math materials and strategies; math fluency	
SEL/Enrichment Options: Small group, direct instruction and support	Dates and Time: Throughout our program sessions
Curriculum: Greg Tang Math: Math Powerpack (2) @ \$100.00; Card Game 10-Packs (2) @ \$100.00 Online Platforms: ST Math, Freckle, XtraMath Achieve the Core Tasks Illustrative Math Tasks ATLAS Platform	
Monitoring Dates: Baseline: by 11-05-21 Mid-Point: by 1-13-22 (10 weeks) End of Program: by 04-07-22 (20 weeks)	Evidence of Academic Improvement: Baseline assessment will be administered by grade level Formative assessments (math boxes) will be completed weekly Mid-Point assessment - by grade level Final assessment - by grade level Document of Improvement: Assessment scores will document improvement
Brief Overview of Program: Daily Schedule: 2:30 - 2:45 Snack 2:45 - 3:45 ACTIVE Engagement 3:45 Clean up; Exit slips; Dismissal  2:45 - 3:45 Station Rotation 20 minutes - Game (Greg Tang) 20 minutes - Online Platform (ST Math, Freckle, XtraMath) 20 minutes - Fluency practice; Exit slip	

Principal: Ann Swenson	School: Gates Lane
After School Plan	
Start Date: November 9,2021	End Date: April 14, 2022
Days: Tuesdays, Wednesdays, Thursdays	Hours: 3:45 pm to 4:45 pm
Area of Need:  Improved Reading abilities Fluency in Math facts	Evidence Data:  Current BAS scores, STAR data, EnVisions
Target Grade(s) Level(s): 1, 2, 3 and 4	
Target Academics: Reading and Math	
SEL/Enrichment Options:  Physical Education- movement, relaxation techniques	Dates and Time:  Tuesday, Wednesday and Thursday
Curriculum:  LLI kits for Reading intervention Greg Tang games for basic facts fluency in Math	
Monitoring Dates:  October 2021: Baseline data from fall assessments January 2022 Midcycle Review April 2022 Exit Review	Evidence of Academic Improvement:  Running Records Improved BAS scores Improved fluency in Math facts  Document of Improvement: BAS scores pre/post assessments in Math facts
Brief Overview of Program:  We will provide a Reading intervention using the LLI kits from Fountas and Pinnell to our students in grades one through four who are reading significantly below grade level. These students will also receive 30 minutes each session using the Greg Tang Math games to improve their fluency in the basic Math facts. The additional 30 minutes will be focused on movement and relaxation techniques provided by the physical education teacher in the gym.	

Principal: Karrie Allen	School: Goddard
After School Plan	
Start Date: November 2, 2021	End Date: December 21, 2021
Days: Tuesday and Thursday	Hours: 2:30-4:00
Area of Need: Reinforcement and emphasis on MA Science Standards Social Emotional Learning	Evidence Data: Grade 5 MCAS data over prior years indicates a targeted focus in lower grade levels Teacher feedback and observations regarding needs of students as we returned from closure.
Target Grade(s) Level(s): Grades 2 & 3	
Target Academics: Hands on Science	
SEL/Enrichment Options: Music and Yoga	Dates and Time: Tuesday and Thursday 2:30-4:00
<p>Curriculum: <b>ESS2. Earth's Systems</b></p> <p><b>3-ESS2-1.</b> Use graphs and tables of local weather data to describe and predict typical weather during a particular season in an area. Clarification Statements: • Examples of weather data could include temperature, amount and type of precipitation (e.g., rain, snow), wind direction, and wind speed. • Graphical displays should focus on pictographs and bar graphs.</p> <p><b>3-ESS2-2.</b> Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region. Clarification Statement: • Examples of information can include climate data (average temperature, average precipitation, average wind speed) or comparative descriptions of seasonal weather for different regions. State Assessment Boundary: • An understanding of climate change is not expected in state assessment.</p>	

### **ESS3. Earth and Human Activity**

**3-ESS3-1.** Evaluate the merit of a design solution that reduces the damage caused by weather.\*

Clarification Statement: • Examples of design solutions to reduce weather-related damage could include a barrier to prevent flooding, a wind-resistant roof, and a lightning rod.

Site Administrator: Kara Scichilone

Staff: Erica Zwicker, Jacqueline Staruk, Tina Bergevin, Brianna Embury

Monitoring Dates:  
November 2, 2021  
November 23, 2021  
December 21, 2021

Evidence of Academic Improvement:  
Pre/Post Activities to demonstrate student's prior knowledge and new learning after unit of study

Document of Improvement: KWL charts, word splashes, student work/projects, and presentations

#### **Brief Overview of Program:**

Students in grades 2 and 3 will participate in a rotating schedule to engage in hands-on science experiments and SEL activities. Science Standards (grades 2/3) will be instructed through hands-on experiments utilizing district materials and resources.

SEL Activities will consist of a co-teaching model that incorporates music through movement as well as, instruction of strategies that promote mindfulness.

Goddard Elementary School

Principal: <b>Thomas Toney</b>	School: <b>Grafton Street</b>
After School Plan	
Start Date: November 2 , 2021	End Date: May 28, 2022
Days: Tuesday, Wednesday, Thursday	Hours: 2:45-4:00
<b>Area of Need:</b> Reading, Writing, Math	<b>Evidence Data:</b> BAS, STAR, MCAS
<b>Target Grade(s) Level(s):</b> 3-6	
<b>Target Academics:</b> Reading, Writing, Math	
<b>Community Partners:</b> Assumption College Friendly House	
<b>SEL/Enrichment Options:</b> Mind-Up(Advisory) groups	<b>Dates and Time:</b> Every Tuesday, Wednesday and Thursday afternoons
Curriculum: Fountas and Pinnell, SRSD, Envision, ST Math, Lexia, LLI. Mind Up	
<b>Monitoring Dates:</b> 11/2/21 Baseline data from fall assessments 11/29/21 EDcite pre-assessment 1/21/22 Midcycle Review 1/28/22 Mid-year assessment	<b>Evidence of Academic Improvement:</b> Running Records, Writing Samples, STAR Progress Monitoring Reading/Math  EDcite-Assessments  Document of Improvement: Data spreadsheet
<b>Brief Overview of Program:</b> <p>Our program will target students in need of academic support in reading, writing and math. Students will start each session with a brief snack followed by a mindfulness exercise to build positive classroom climates. Students will have daily lessons focusing on reading and writing and/or math. After lessons, students will have enrichment time based on their interests.</p> <p>Assumption volunteers will lead them in sports activities outside, at Friendly House or in a common area within the school. Teachers will provide enrichment opportunities such as healthy eating, artistic drawing, music production (using ....) and mentoring clubs.</p>	

Principal: <b>Cynthia Vail</b>	School: <b>Heard Street</b>
After School Plan	
Start Date: 11/2/21	End Date: 5/26/21
Sessions: <b>1.</b> 11/2/21- 1/27/22 <b>2.</b> 2/1/22 - 4/14/22 <b>3.</b> 4/26/22 - 5/26/22	
Days: Tuesday, Wednesday, Thursday	Hours: 2:30 - 4:30
Area of Need: ELA, Math, Social/Emotional, Robotics/Science, Music/Arts & Homework support	Evidence Data: STAR, BAS, ST Math, Edcite Assessments
Target Grade(s) Level(s): Grades 3-6	
Target Academics: Mathematics, Writing, Vocabulary development, Book Study/Reading	
Community Partners: Holy Cross/Tutors Yoga Math Solutions	
SEL/Enrichment Options: Music Yoga Theater Club One to one support/tutoring Community Meeting	Dates and Time: Enrichments on Wednesday's Tuesdays and Thursdays: Tutoring & community meetings
Curriculum: Math Solutions, SRSD, ST Math, LLI Kits, Robotics	
Monitoring Dates: 11/2/21: Baseline 1/27/22: End of Session 1 4/14/22: End of Session 2 5/26/22: Exit Review	Evidence of Academic Improvement: STAR Data, ST Math, Progress Monitoring  Document of Improvement: Teachers' Own Formal and Informal Assessment: Pre & Post Assessment
Brief Overview of Program: Our students at Heard Street School, teachers and families are excited to have an after school program. The goal will not only be to support our students' academic needs from the past	

year, any gaps but also their social/emotional needs. It will give our students the opportunity to move forward with Math, Science, Reading and Writing along with making community connections and team building. We will dedicate Tuesdays and Thursdays to academics including homework support. Wednesdays will be dedicated as the Enrichment day, providing our students with hands-on/social activities including Music/Winds, yoga and Robotics. These Enrichments will change after Session 1. Students will be surveyed on their interests. Each day of the program, a community meeting will take place to assess students' social and academic needs.

Partnering with Holy Cross and Math Solutions, the students will be provided with academic support including one to one support.

Pre and Post assessments will be used prior to each session and reviewed with exit slips.

Heard Street School

Principal: Jyoti Datta	School: Jacob Hiatt Magnet School
After School Plan	
Start Date: November 9, 2021 - May 19, 2022	
Days: Tuesday, Wednesday, Thursday	Hours: 2:45 - 3:45
Area of Need: Mathematics Reading (with embedded writing and PWS)	Evidence Data: READING: STAR Reading Fall 2021 - below 10% (percentile rank) ELA MCAS: Not meeting or Partially Meeting BAS: 1 year or more below grade level benchmark In class performance  MATH: STAR Math Fall 2021 - below 10% (percentile rank) Math MCAS: NM or PM ST Math Data: Usage and Puzzles enVision Topic Assessments In class performance
Target Grade(s) Level(s): Grades 4 and 5	
Target Academics: Reading and Mathematics	
SEL/Enrichment Options: <ul style="list-style-type: none"> <li>• Goal setting with students and self reflection</li> <li>• Setting and supporting norms for partner and collaborative group work</li> <li>• Celebrations of success and improved outcomes</li> <li>• Share results with families</li> <li>• Fostering productive struggle and growth mindset</li> </ul>	Dates and Time: T, W, Th 2:45 - 3:45 Start Date November 9, 2021 - run program for 10 weeks to include assessments, monitoring and assessing outcomes
Curriculum Reading: <ul style="list-style-type: none"> <li>• Leveled Literacy Intervention Resources (Teachers are trained in LLI)</li> <li>• Fountas and Pinnell - GR/PWS components to support LLI work</li> <li>• Writing as it connects to LLI//GR/PWS</li> </ul>	



Mathematics:

- Aligned with standards and areas of need as indicated by Homeroom/Math teachers:
- Greg Tang Games
- ST Math Puzzle Talks - Mini lessons
- enVision Supports and Reteaching
- Common Core Math Companions
- ATLAS platform

Balanced Approach: Explicit/Direct instruction, Small group work/partner work, and independent work.

Monitoring Dates:

Reading:

- Follow protocol for LLI - running records
- BAS around Week 9 to assess growth
- STAR Progress monitoring

Math:

- Beginning of standards/units assessment
- Formative checks ongoing and mid-point assessments
- STAR progress monitoring

Evidence of Academic Improvement:

Progress from beginning to end of the program using the monitoring/assessment tools.

Document of Improvement:

STAR reports, BAS, and/or ST Math data  
SEL: Evidence of perseverance, cooperative group work - attitudes, self reflection, exit slips, quick writes, etc.

Brief Overview of Program:

- Program will run for 10 weeks starting November 9, 2021 three days a week for an hour
- As of 10/22 we have a total of 19 fourth and fifth graders enrolled, and waiting for a firm response from 4 more families.
- Three teachers will take math groups, and two teachers will work with students who need reading support.
- To leverage LLI resources successfully and have an impact on growth, group sizes have to be limited to four students.

2:30 - 2:45 Transition from School Day/Snack Break/Getting ready

2:45 - 3:45: Program begins - Mini lesson, small group, independent practice

3:35: Exit slips, wrap up

3:45: Dismissal

NOTE:

A key piece of this program will be ongoing monitoring not only during the sessions, but also conversations with homeroom teachers to reassess needs, gauge impact of instruction, and carryover of learning into class work. Planning time is being given to make this collaboration possible.

Jacob Hiatt Magnet

Principal: Maureen Power	School: Lake View School
After School Plan	
Start Date: 11/9	End Date: 5/1
Days: Tuesday and Thursday	Hours: 2:30-4:30
Area of Need: <ul style="list-style-type: none"> <li>• Science</li> <li>• Math</li> <li>• Writing</li> </ul>	Evidence Data: <ol style="list-style-type: none"> <li>1. Readers Theatre - Final Performance and Google Pre and Post Assessment</li> <li>2. It All Measures Up - Pre and Post Assessment</li> <li>3. I'm the Author - Pre Assessment and Student's Published Work</li> <li>4. Full STEAM Ahead - Pre and Post Assessment.</li> </ol>
Target Grade(s) Level(s): Grades 2,3 and 4	
Target Academics: <ol style="list-style-type: none"> <li>1. Math - measurement</li> <li>2. Science and Engineering</li> <li>3. Writing</li> <li>4. Reading and speaking in public</li> </ol>	
SEL/Enrichment Options: <ol style="list-style-type: none"> <li>1. Readers Theatre</li> <li>2. It All Measures Up</li> <li>3. I'm The Author</li> <li>4. Full STEAM Ahead</li> </ol>	Dates and Time:  Tuesdays and Thursdays - 2:30-4:00
Monitoring Dates:  November 9, 16, 18, 23, 30 December 2, 7, 9, 14,16	Evidence of Academic Improvement: <ol style="list-style-type: none"> <li>1. It All Measures Up pComparison of Pre and Post Tests, observation of students working on Measurements</li> <li>2. Performance of "Cats and Dogs" - students ability to speak lines that have been memorized.</li> <li>3. Final Published story for each student.</li> </ol> Document of Improvement: <ul style="list-style-type: none"> <li>• <b>Readers Theatre</b> - Final Performance of "Dogs and Cats" and Google Pre and Post Assessment</li> </ul>

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|--|--|
|  | <ul style="list-style-type: none"><li>● <b>It All Measures Up</b> - Pre and Post Assessment Comparison,</li><li>● <b>I'm the Author</b> - Pre Assessment and Student's Published Work</li><li>● <b>Full STEAM Ahead</b> - Pre and Post Assessment.</li></ul> |
|--|--|

Brief Overview of Program:

Our enrichment program included four different options for students in Grades 1-5. Students were able to choose the activity that they were interested in participating in. Students could choose from the following activities.

- **Readers Theater** -
- **It All Measures Up** -
- **I'm the Author**
- **Full STEAM Ahead**

Principal: Michelle Gabrielian	School: Lincoln Street Elementary
After School Plan	
Start Date: Nov. 2	End Date: May 31
Days: Tuesday / Thursday	Hours: 2:00pm - 4:00pm
Area of Need:  -Social Emotional Support -Health -Wellness -Guided reading groups -Guided math groups -Homework support	Evidence Data:  -Benchmark Reading Scores -Benchmark Math Scores -lack of consistency turning in homework -Being home for so long during the COVID shut down period - remote schooling -lack of understanding pertaining to healthy eating and exercise habits
Target Grade(s) Level(s): 4/5/6	
Target Academics: Math/Reading	
SEL/Enrichment Options: SEL- mental/physical wellness conversations, team building, stress management, self care	Dates and Time: Tuesday/Thursday 2:00-4:00 PM
Curriculum: Lexia - ST Math - EnVisions -EdCite - Yoga - ATLAS Platform	
Monitoring Dates: bi-monthly	Evidence of Academic Improvement:  -Surveys - observations -Document of Improvement: -STAR test for reading/math scores -Student health and wellness surveys
Brief Overview of Program:  Students will participate in physical activities promoting health and wellness such as yoga, cardio activities, team building activities and muscle building. Students will learn about different muscles in their bodies and making healthy food choices as well as ways to reduce stress and anxiety through physical exercise and meditation activities.  Students will also participate in afterschool art activities, making healthy snacks and getting help on their math and ela skills and homework.	

Principal: Luke Robert	School: May Street
After School Plan	
Start Date: November 2, 2021	End Date: April 13, 2022
Days: Tuesday, Wednesday, Thursday	Hours: 2:30-4:30
Area of Need: STEM SEL Physical Movement/Mindfulness	Evidence Data: Most Recent MCAS 21% Meeting Expectations in Science
Target Grade(s) Level(s): Gr 3-6 high needs	
Target Academics: ★ STEM activities ★ Music and Movement ★ Mindfulness ★ Physical Activities	
Community Partners: Possible Worcester State University volunteers	
	Dates and Time: Nov 2-4, 9-10, 16-18, 30 Dec 1-2, 7-9 14-16 Jan 4-6, 11-13, 18-20, 25-27 Feb 1-3, 8-10, 15-17 Mar 1-3
★ Curriculum: ○ <a href="#">2016 Massachusetts Science Technology and Engineering Learning Standards</a> ○ <a href="#">English Language Arts and Literacy</a>	
Monitoring Dates: Thursdays	Evidence of Academic Improvement: Running Records ST Math Student Average Percentage STAR Lexia  Document of Improvement:

Brief Overview of Program:

Students will cycle through 3 periods each afternoon.

[After School Program Schedule](#)

- ★ ELA activities
  - Play
  - Poetry Slam
  - Creative Writing
- ★ STEM activities utilizing the [2016 Massachusetts Science Technology and Engineering Learning Standards](#)
- ★ Physical/Healthy Bodies
  - Phys Ed
  - Tennis
  - Hip Hop
- ★ SEL
  - School Adjustment Counselor will be available one day per week to work with either groups or individuals as needed.

May Street

Principal: Elizabeth Merchant	School: McGrath
After School Plan	
Start Date: Monday, Nov 15	End Date: Thur, Mar 17
Days: Tue, Wed, Thur	Hours: 2:40 - 4:10
Area of Need: ELA - Writing Math - Problem solving	Evidence Data: Star assessments SRSD Pre/Post assessments
Target Grade(s) Level(s): 1 - 6	
Target Academics: ELA - Writing. Math - Complex problem solving.	
SEL/Enrichment Options:  Team building Coping skills	Dates and Time:  Tues, Wed, Thur 2:40 - 4:10
Monitoring Dates: <ul style="list-style-type: none"> <li>- Week of Nov 17th</li> <li>- Week of Jan 17</li> <li>- Week of Mar 14th</li> </ul>	Evidence of Academic Improvement: <ul style="list-style-type: none"> <li>- Star</li> <li>- Pre vs Post SRSD</li> </ul> Document of Improvement:
<p>Brief Overview of Program:</p> <p>Rotations of groups separated by primary vs intermediate Main umbrella - build/publish McGrath School Newspaper</p> <p>ELA Rotations consist of</p> <ul style="list-style-type: none"> <li>- Examples of journalism</li> <li>- Credible vs non credible sources</li> <li>- Writing for your audience</li> <li>- Informational text</li> <li>- Drafting and publishing</li> </ul>	

- Interactive read alouds (exemplars)
- Shared/Interactive writing
- Photos & illustrations that support text

Math Rotations consist of

- Complex math problem solving (rigorous word problems, developing stamina)
- Math facts math games
- Number sense math games
- Problem solving games

SEL & Enrichment consists of

- Movement breaks
- Team building
- Coping skills

McGrath Elementary



Principal:Christina Guertin

School:Midland Street School

## After School Plan

Start Date: November 2, 2021

End Date: March 11, 2022

Days: Tuesday, Wednesday and Thursday

Hours: 2:30-4:00

Area of Need:

**Academic - ELA, Math and Science****Evidence Data:**

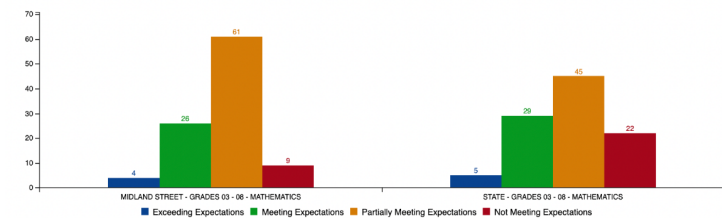
MCAS indicates students in grades 3-6 scored 70% partially or not meeting grade proficiency levels. Fountas and Pinnell Benchmark indicates students in grades 1-3 are below grade level benchmark proficiency levels.

**MATH -  
2021 MCAS Data**

- 70 % of our students in grades 3-6 were partially meeting or not meeting expectations as demonstrated on the 2021 MCAS Math assessment.

Next Generation MCAS Tests 2021  
Percent of Students at Each Achievement Level for Midland Street  
Data Last Updated September 21, 2021.

[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Part Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	School	State	School	State	School	State	School	State	School	State					
GRADE 03 - ENGLISH LANGUAGE ARTS	63	51	19	9	44	41	30	39	7	10	27	93	505.3	N/A	N/A
GRADE 03 - MATHEMATICS	33	33	7	5	26	28	56	40	11	26	27	93	494.5	N/A	N/A
GRADE 04 - ENGLISH LANGUAGE ARTS	73	49	18	6	55	43	23	38	5	13	22	96	507.5	N/A	N/A
GRADE 04 - MATHEMATICS	32	33	5	4	27	29	59	43	9	24	22	96	490.7	N/A	N/A
GRADE 05 - ENGLISH LANGUAGE ARTS	57	47	13	8	43	39	35	41	9	12	23	100	499.4	35.1	21
GRADE 05 - MATHEMATICS	17	33	0	4	17	29	78	47	4	20	23	100	492.4	23.1	21
GRADE 05 - SCIENCE	43	42	0	7	43	36	48	39	9	19	23	100	494.8	N/A	N/A
GRADE 06 - ENGLISH LANGUAGE ARTS	58	47	23	12	35	35	23	31	19	22	31	80	501.2	47.7	26
GRADE 06 - MATHEMATICS	35	33	3	5	32	29	55	44	10	23	31	80	494.4	33.9	26
GRADES 03 - 06 - ENGLISH LANGUAGE ARTS	62	46	18	8	44	38	27	38	11	16	103	91	503.2	42.0	47
GRADES 03 - 06 - MATHEMATICS	30	33	4	5	26	29	61	45	9	22	103	91	493.2	29.1	47
GRADES 05 & 06 - SCIENCE	43	42	0	7	43	34	48	41	9	17	23	100	494.8	N/A	N/A

Click on any Grade and Subject rows in the table to view Achievement Level in graph.

**(Next Generation MCAS Tests 2021 Percent of Students at Each Achievement Level for Midland Street, n.d.).**

**STAR Math -**

Grade 1 - 25% Students not meeting grade level proficiency

Grade 2 - 62% Students not meeting grade level proficiency

Grade 3 - 45% Students not meeting grade level

**Non- Academic and Social-  
Emotional:**

SEL: Students struggle with self-regulation both in class and at recess -

proficiency  
Grade 4 - 21% Students not meeting grade level proficiency  
Grade 5 - 14% Students not meeting grade level proficiency  
Grade 6 - 17% Students not meeting grade level proficiency

**ELA -**

**2021-2022 Fall BAS scores**

**Grade 1 -**

54% (13/24) of first grade students tested below the beginning of the year 1st grade benchmark level.

**Grade 2 -**

50% (13/26) of 2nd grade students tested below the beginning of the year 2nd grade benchmark level.

**STAR ELA -**

**STAR Early Literacy -**

Grade 1- 33% Students not meeting grade level proficiency - - (8/24 students not meeting expectations) (All 24 1st grade students were assessed using the Early Literacy Assessment)

Grade 2 - 30% Students not meeting grade level proficiency - (8/24 students not meeting expectations) Only 8 grade 2 students were assessed using the STAR Early Literacy assessment - 8/8 (100%) students who took the assessments are not meeting grade level expectations in this category.

**STAR Reading -**

**Grade 1 -** 18% Students not meeting grade level proficiency - (3/17 students not meeting expectations) 17/24 1st grade students were assessed using the STAR Reading assessment.

**Grade 2 -** 38% Students not meeting grade level proficiency - (10/19 students not meeting expectations) 19/25 2nd grade students were assessed using the STAR Reading assessment.

Midland Street

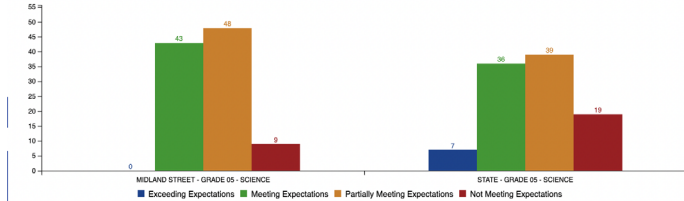
## SCIENCE -

57% of Grade 5 students did not meet expectations on the Science MCAS.

Next Generation MCAS Tests 2021  
Percent of Students at Each Achievement Level for Midland Street  
Data Last Updated September 21, 2021.



[More about the data](#)



Grade and Subject	Meeting or Exceeding Expectations		Exceeding Expectations		Meeting Expectations		Partially Meeting Expectations		Not Meeting Expectations		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP
	School	State	School	State	School	State	School	State	School	State					
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GRADE 04 - ENGLISH LANGUAGE ARTS	73	49	18	6	55	43	23	38	5	13	22	96	507.5	N/A	N/A
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GRADE 05 - MATHEMATICS	17	33	0	4	17	29	78	47	4	20	23	100	492.4	23.1	21
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GRADE 06 - MATHEMATICS	35	33	3	5	32	29	55	44	10	23	31	80	494.4	33.9	28
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	62	46	18	8	44	38	27	38	11	16	103	91	503.2	42.0	47
GRADES 03 - 08 - MATHEMATICS	30	33	4	5	26	29	61	45	9	22	103	91	493.2	29.1	47
GRADES 05 & 08 - SCIENCE	43	42	0	7	43	34	48	41	9	17	23	100	494.8	N/A	N/A

## SEL

Second Step Summative Knowledge Assessments / Teacher Anecdotal Records

Target Grade(s) Level(s): 1-6

Target Academics: ELA (grades 1 &2), Math, Science, and Robotics.

Community Partners:

TBD

Potential- WPI - for Robotics

SEL/Enrichment Options:

One day a week we will conduct a social emotional lesson as well as an enrichment block.

Dates and Time:

2:30 - 4:00

11/2/21 - 03/11/22

[SCHEDULE](#)

[Lesson Plans](#)

## Curriculum:

**ELA -** (Grades 1 and 2) - Fountas and Pinnell (Phonics and Word Study Games - Classroom components)

- [F and P Classroom Website](#)
- LLI

Midland Street

**Math** - (Grades 1 - 6) - 3 ACT Math

- [3 Act Task File Cabinet - Fletcher](#)
- [Robert Kaplinsky - Grade K and up](#)
- [Howard County Mathematics - Grades K and up](#)
- [SFUSD Math](#)
- [Meaningful Math Moments](#)
- [Dan Meyer - Grades 6 and Up](#)
- [Engage NY - 3 Act Tasks](#)- Revere Schools

**Robotics**- WPS program**Science** - STEM activities

- [Stem Cobb](#)
- [1st Grade STEM activities](#)
- [TeachEngineering](#)

**Social Emotional** - Teacher Created / Second Step / Responsive Classroom

- [www.secondstep.org](http://www.secondstep.org)
- Teacher Created

**Project Based Learning** -

- [Readers Theater](#)
- [SPRINGISD - Examples](#)
- [21st Century Edtech](#)
- Teacher Created

**Monitoring Dates:**

Beginning assessment- November 2, 2021

Progress monitoring - January 18, 2022

End assessment- March 8, 2022

**Evidence of Academic Improvement:**

Progress monitoring with STAR Early Literacy/Reading and Math (Grades 1 and 2)

Edcite (Grades 3 - 6)

Document of Improvement:

STAR reports

Edcite Summary Report

Edcite Gradebook Report

Edcite Item Analysis Report

**Brief Overview of Program:**

Students in grades 1 and 2 will focus on each of the following 1 day per week of either ELA and/or Math and 1 day per week of social emotional / enrichment activity.

Students in grades 3-6 will focus on each of the following; 1 day per week of either; Math and/or Science and 1 day per week will be social emotional / enrichment activity

A specific group of students in grades 5 and 6 will be focusing on Robotics 2 days a week and 1 day per week will be social emotional / enrichment activity. This group will be working towards the competition later in the year.

Midland Street

Principal: Monica Poitras	School: Nelson Place Elementary
After School Plan	
Start Date: Nov. 8	End Date: April 11,2022
Days: Tuesday / Thursday	Hours: 3:30pm - 4:30pm
Area of Need: <ul style="list-style-type: none"> <li>- Grade 4 science</li> </ul>	Evidence Data: <ul style="list-style-type: none"> <li>• -Being home for so long during the COVID shut down period - remote schooling</li> <li>• -lack of science knowledge based on Grade 5 MCAS</li> <li>• To expose students to STEM activities to enhance their skills in science, math and literacy</li> </ul>
Target Grade(s) Level(s): 4	
Target Academics: STEM	
Curriculum: Self-made by the teachers	
Monitoring Dates: bi-monthly	Evidence of Academic Improvement: <ul style="list-style-type: none"> <li>-Surveys - observations</li> <li>-Document of Improvement:</li> <li>-Formative assessments</li> </ul>
Days: Tuesday, Wednesday,Thursday	Hours: 3:30pm - 4:30pm
Area of Need: <ul style="list-style-type: none"> <li>- Grade 5 science, ELA and Math</li> </ul>	Evidence Data: <ul style="list-style-type: none"> <li>• Being home for so long during the COVID shut down period - remote schooling</li> <li>• lack of science knowledge based on Grade 5 MCAS</li> <li>• To expose students to STEM</li> </ul>

	activities to enhance their skills in science, math and literacy
Target Grade(s) Level(s): 5	
Target Academics: STEM, ELA and Math	
Curriculum: Self-made by the teachers	
Monitoring Dates: bi-monthly	Evidence of Academic Improvement: <ul style="list-style-type: none"> <li>• -Surveys - observations</li> <li>• -Document of Improvement:</li> <li>• -Formative assessments</li> <li>• STAR data</li> <li>• Math data</li> </ul>
Brief Overview of Program: The program will focus on providing additional academic support for students to help them be successful in the areas of Math through concept reinforcement, Science through hands-on activities, and ELA through mindfulness strategies with journaling. We have chosen your child based on current academic performance. <div>Nelson Place</div>	

Principal: Yeu Kue	School: Quinsigamond
After School Plan	
Start Date: 11/9/21 3/10/2022	End Date: 2/17/2022 5/26/2022
Days: Tuesday, Wednesday, Thursday	Hours: 2:30-4:430
Area of Need:  Mathematical reasoning	Evidence Data:  Teacher collected checklists and anecdotal notes
Target Grade(s) Level(s): 1-6	
Target Academics: Math fluency and reasoning	
Curriculum:  Math games	
Monitoring Dates: 11/10 and 2/16 as well as progress monitoring	Evidence of Academic Improvement:  Cocreated math data collection tool specific to grade level and mathematical practices  Document of Improvement:  Data sheet over time
Brief Overview of Program:  Teams of teachers will develop math data collection tool based on grade level standards and mathematical practices. Teams will then use games (chess, checkers, board games, strategy, game 24 etc) to teach students (perseverance, strategy, number fluency in addition to math content.	

Principal: Susan Donahue	School: Rice Square
After School Plan	
Start Date: November 2, 2021	End Date: June 1, 2022
Days: Tuesday, Wednesday, Thursday	Hours: 2:45- 4:00
Area of Need: Reading Math Science SEL	Evidence Data: BAS Envision Edcite
Target Grade(s) Level(s): Kindergarten through Grade 6	
Target Academics: Reading Math Science	
Community Partners: Mass Audubon Girl Scouts Recreation Worcester Tumbao Latin Dance	
SEL/Enrichment Options:  365Z Club	Dates and Time:  Wednesdays 2:45-4:00
Curriculum:  365Z Open Circle Second Step	
Monitoring Dates: November 1, 2021 January 15, 2022 April 29, 2022	Evidence of Academic Improvement: BAS, Edcite Math Edcite Science Document of Improvement:



Brief Overview of Program:

Tues	Wed	Thurs	Fri	Grade levels
Rec Woo	Rec Woo	Rec Woo		4-6
Robotics		Robotics		5-6
	Audubon			4-5
	Chorus			4-6
			Art Club	4-6
Girl Scouts	Girl Scouts			K-3
Dance		Dance		3-6
Crafts/Games	Crafts/Games	Crafts/Games	Crafts/Games	K-1
Tutoring	Tutoring	Tutoring	Tutoring	K-6
	365Z Club			5-6

Rice Square

Principal:	School: Roosevelt
After School Plan	
Start Date: November 9, 2021      End Date: May 12, 2022	
Days: T, W, TH	Hours: 2:35-4:15 PM
Area of Need: ELA Math SEL	Evidence Data: <ul style="list-style-type: none"> <li>• ELA MCAS: 58% Partially or Not Meeting</li> <li>• Math MCAS: 83% Partially or not Meeting</li> <li>• September attendance down 3.73% as compared to last year, indicating a need to build community</li> </ul>
Target Grade(s) Level(s): Grades 3-6	
Target Academics: Reading, Math, Social Skills and Overall Well-Being	
SEL/Enrichment Options: Yoga.Fitness Mindfulness Physical Fitness Social Skills Through Play	Dates and Time: 2:35-4:15 Session 1 Nov: 9-10, 16-18, 30 Dec 1-2, 7-9, 14-16 Jan: 11-13, 18-20, 25-27 Feb: 1-3  Session 2 March: 1-3, 8-10, 15-17, 22-24, 29-31 April: 5-7, 12-14 May: 10-12
Curriculum: Fountas and Pinnell Lexia ST Math Touch Math Greg Tang Math	
Site Administrators (Already on site for YWCA)  Mon/Fri: Jessica Falcone Tues, Wed, Thurs: Cindy Cramer	Staff: Brianna Deacon      Lisa Calcagni Sara Cooney        Erin Toon Amy Davis            Alicia Bartholomew

	Jessica Bristol      Sara Courtney MaryAnn Army
Monitoring Dates: Session 1: Week of Nov.9, Dec. 14, Feb. 1 Session 2: Week of March 1, April 5, May 17	Evidence of Academic Improvement: STAR Assessments Exit Tickets Student Surveys  Document of Improvement:
<p>Brief Overview of Program:</p> <p>Students in grades 3-6 will participate in a 30-minute ELA block, 30-minute math block, and 30 minute enrichment block. Academic content blocks will consist of groups of 10 students each, and enrichment blocks will combine to serve those 20 students. Snack will be provided between 2:35- and 2:45, at which time rotations will begin.</p>	

### **Dates and Time:**

#### **Session 1 - 2:35-4:15**

Nov: 9-10, 16-18, 30  
Dec 1-2, 7-9, 14-16  
Jan: 11-13, 18-20, 25-27  
Feb: 1-3

#### **Session 2 - 2:35-4:15**

March: 1-3, 8-10, 15-17, 22-24, 29-31  
April: 5-7, 12-14  
May: 10-12

Principal: Erin P. Dobson, Ed. D.	School: Tatnuck
After School Plan	
Start Date: November 2, 2021	End Date: June 2021
Days: Tuesdays and Thursdays	Hours: 2:30-4:30
<p>Area of Need:            Grades 2-5 Boys, ELL students and Hispanic/Latino students-Reading, Writing, Math, Science and Social Emotional Learning</p>	<p>Evidence Data:  <u>Spring 2021 ELA MCAS School Results by Subgroup</u> shows only 38% of Males compared to 45% of Females are Meeting or Exceeding Expectations and Males double Females in percentage Not Meeting Expectations</p> <p><u>Spring 2021 Science MCAS School Results by Subgroup</u> shows only 14% of Males compared to 30% of Females are Meeting or Exceeding Expectations. Among all Grade 5 students, only 23% met expectations in science.</p> <p><u>Spring 2021 Mathematics MCAS School Results by Subgroup</u> shows only 16% of Hispanic/Latino students are Meeting or Exceeding Expectations as compared to 29-31% of students from subgroups in Race/Ethnicity.</p> <p><u>Spring 2021 ELA MCAS School Results by Subgroup</u> shows only 4% of English Language Learner Status students are Meeting or Exceeding Expectations compared to 48% Non-EL students.</p> <p><u>Spring 2021 Mathematics MCAS School Results by Subgroup</u> shows 0% of English Learner students are Meeting or Exceeding Expectations as compared to 29% of Non-EL students.</p> <p>Seventy percent of all EL students scored developing or below in writing on ACCESS.</p> <p>Grade 5 has the most overall cumulative discipline infractions.</p>
Target Grade(s) Level(s): 4, 5	
Target Academics: Reading, Writing and Math	

<p>SEL/Enrichment Options:</p> <p>Exercise and Art weekly</p>	<p>Dates and Time:</p> <p>Tuesday, Wednesday, Thursday Weeks of November 2, 2021- June 2021 7:15 am-8:15 am</p> <p>Tuesday, Wednesday, Thursday Weeks of November 2, 2021- June 2021 2:35 pm -3:35 PM</p> <p>Enrichment TBD</p>
<p>Curriculum: F and P Guided Reading, Writing (F &amp; P, SRSD, Lucy Calkins), Tang Math</p>	
<p>Monitoring Dates: Every Six Weeks- Data cycle 6 weeks Calendar</p> <p>Cycle 1 11/2-12/13 Meet 12/15 2:30- 3:30- Separate session for PM Staff</p> <p>Cycle 2 1/4-2/7 Meet 2/9 2:30- 3:30- Separate session for PM Staff</p> <p>Cycle 3 2/14-3/28 Meet 3/30 2:30- 3:30- Separate session for PM Staff</p> <p>Cycle 4 4/4-5/16 Meet 5/18 2:30- 3:30- Separate session for PM Staff</p> <p>Cycle 5 5/23-Last week of school Final Data meeting Meet 6/8 2:30- 3:30- Separate session for PM Staff</p>	<p>Evidence of Academic Improvement: Star Math and Reading, Reading Records, SRSD writing samples, BAS</p> <p>Document of Improvement: Star Math and Reading, Reading Records, writing samples, BAS, Math Practice Assessments</p>
<p>Brief Overview of Program: Over the past couple of years we have noted that boys are scoring considerably lower than girls on assessment tests. Our plan is to provide identified boys who are scoring below grade level an opportunity to grow more proficient in the identified reading, writing and math skills. We will also focus on Latino and ELLs in Grades 4-5</p> <p style="text-align: right;">Tatnuck Magnet</p>	

Principal: Kathleen Lee	School: Thorndyke Road School
After School Plan	
Start Date: Nov. 2, 2021	End Date: May, 2022
Days: Tuesday/Thursday	Hours: 2:30-3:45
<p>Area of Need:</p> <p>SEL: Students struggle with self-regulation both in class and at recess.</p> <p>MATH: Our MCAS data illustrates a significant deficiency in Math proficiency.</p>	<p>Evidence Data:</p> <p>Grade 3, 39% of students did not meet expectations; Grade 5, 45% of students did not meet expectations.</p>
Target Grade(s) Level(s): Grades 4-6	
Target Academics: Math	
<p>SEL/Enrichment Options:</p> <p>Youth Mind and Body Fitness (Yoga, Self-Regulation, Playground Games)</p>	<p>Dates and Time:</p> <p>Tuesdays and Thursdays</p> <p><b>2:30-3:45</b></p>
<p>Curriculum:</p> <p>Grade 4: Math Standards-Based Enrichment Activities</p> <p>Grade 5: Math Standards-Based Enrichment Activities</p> <p>Grade 6: Math Standards-Based Enrichment Activities</p>	
<p>Monitoring Dates:</p> <p>Pre-assessment: 11/2</p> <p>Progress Monitoring: 11/9 and 11/30</p>	<p>Evidence of Academic Improvement:</p> <p>Teachers will administer an assessment on Edciteat specific intervals</p>

Post-Assessment: 12/16

Document of Improvement: Pre & Post Assessment Spreadsheet

**Brief Overview of Program:**

The first 6-week round of the Thorndyke Road After School Program will focus on the social emotional needs of our students through youth fitness while also focusing on improving math proficiency through the instruction and creation of standards-based games for students in grades 4-6, aligned with our school accountability goals.

The Youth Mind and Body Fitness program will develop students ability to appropriately engage in cooperative games. They will learn the purpose and rules of student selected playground activities. During this time they will also learn self-regulation and calming techniques through yoga instruction. The objective is to have students understand the benefits of physical fitness and responsible social conduct, meeting the Physical Education standards 2.5 and 2.7.

The academic focus of Mathematics, for grades 4-6, will provide opportunities for students to engage with standards based math games in an effort to both target skills that need support and promote self-regulation in math practice. The direction of the math curriculum will enforce the goals in the school acceleration plan as well as meet the needs of the students enrolled revealed through a pre-test at the start of the program.

Thorndyke Road School

Principal: Ishmael Tabales	School: Union Hill
After School Plan	
Start Date: 11/ 2/21	End Date:3/4/21
Days:Tuesday Wednesday Thursday	Hours: 2-4pm
Area of Need: Math ELA SEL Health	Evidence Data: -EdCite assessment -STAR -benchmark reading scores -benchmark math scores
Target Grade(s) Level(s): 3-6	
Target Academics: Grade Level Reading	
SEL/Enrichment Options: Social groups and activities. Team building Stress management Self care	Dates and Time: Tues-Thurs 2-4
Curriculum: EdCite materials Teacher and Wrap made lessons and activities	
Monitoring Dates: Tues- Thurs	Evidence of Academic Improvement: Edcite and Star data  Document of Improvement:
<p>Brief Overview of Program:</p> <p>Students will meet directly after school for additional tutoring of what is needed in order to continue progress of individual needs. Using the Edcite and Star data, students will be monitored and given instruction to help move them along throughout the program. The data will be used to inform the educators as to where to begin and continue to guide the students.</p> <p>Enrichment: Running club, exercise groups, and social groups that consist of games and activities.</p>	



Principal: <a href="#">Craig Dottin</a>	School: Vernon Hill School
After School Plan	
Start Date:	End Date:
Days: Tuesday-Saturday	Hours: 2:05-3:05 9:00-12:00 (Saturday)
Area of Need: Fostering a sense of belonging and partnership among students and teachers	Evidence Data:Pre/Mid/Post Assessment
Target Grade(s) Level(s): K-6	
Target Academics/SEL: Literacy and STEM	
<p><b>Academic Focus:</b>  Literacy (Una):Focus is to develop phonics and sight word recognition to increase reading fluency and comprehension.</p> <p>Book Club Grade 2 (Brianna): Shared Reading:The Very Hungry Caterpillar by Eric Carle.Students will think about the story to:</p> <ul style="list-style-type: none"> <li>• Discuss stages of a butterfly.</li> <li>• recreate their own mini book version of the story.</li> <li>• use their imagination to illustrate their own version of the story.</li> </ul> <p>Book Club Grade 4 (Victoria): Discourse-Students will vote on the book in the first meeting, get their book, determine a reading schedule, and take a pre-assessment on basic skills associated with the main RL/RI standards.</p> <p>Each meeting will require outside reading so that meeting time will be for standard based discussion focusing heavily on RL 1-4, specifically theme and character development. These discussions will connect to the author's purpose (RL 7.6). Students will create a product after each discussion such as a poster, video, one pager, or more formal writing based on these discussions. Students will be able to show growth in their ability to discuss the author's purpose and craft as well as connect their personal lives and experiences to the book. We will grow academic vocabulary and understanding as it relates to the ELA standards.</p> <p>STEM Grade K (Poland and Hanley):Focus on team building activities through Science, Technology, Engineering, and Mathematics.</p> <p><b>Coding: to teach students computational skills. This will be an asset to students because it will help them break down problems into smaller parts that into manageable parts. It helps students with reasoning and problem solving skills too.</b></p> <p><b>SEL Focus:</b></p> <p><b>Dance:</b> Students will be introduced to activities that promote student and teacher</p>	

engagement, discipline, social and emotional learning, technique, and dance etiquette.

**Flag Football:** The program will consist of challenging physical activities that aim to teach young people the rules and regulations of the sport of football while developing their individual skills.

**Born Winner Basketball Academy:** Basketball program for students in grades 1-6, that encourages a fun, and healthy learning environment. The program will consist of challenging physical activities that aim to teach young people the rules and regulations of the sport of basketball while developing their individual skills. Students will practice ball handling, shooting, passing, and defensive techniques while learning the importance of individual perseverance as well as team work.

**Physical Fitness:** We will do exercises, drills, and play different games that help teach different stretches that prevent injuries and also improve athletic abilities. The goal of these activities is to teach students the importance of taking care of their bodies and to develop a mindset of "never quit" and through perseverance anything can be achieved.

**Chorus:** To identify strategies that support working in a group dynamic through song.

SEL/Enrichment Options: Arts/Crafts, Chorus, Flag Football, Born Winner Basketball Academy, Dance

Dates and Time: Tuesday-Saturday 2:05-3:05 and Saturday 9:00-12:00  
(Basketball and Dance)

Curriculum:  
Leveled Literacy Intervention (LLI)

Monitoring Dates: Nov 2-5 and Nov 6 (Pre)  
Nov 16/-19 and Nov 20(Mid)  
Nov 30-Dec3 and Dec 4 (Post)

Evidence of Academic Improvement:  
Document of Improvement:

**Brief Overview of Program:** The goal of this program is to provide students the opportunity to engage in PBL (Project Based Lessons) requested by students that foster positive relationships and collaboration. It is the intention to create student-requested activities to maximize engagement and investment by all participants. The activities were compiled by student and teacher surveys that focused on their interest and were designed intentionally to meet specific targeted goals. To assess the effectiveness of the program we will need to do a pre-assessment, mid-assessment, and a final assessment to monitor growth. Edcite is a resource that can be used if needed. I want to stress that this is really about integrating fun activities to encourage students to become more curious about their learning.

All the best,  
[Craig Dottin](#)

Vernon Hill

Principal: Mary Ellen Scanlon	School: Worcester Arts Magnet
After School Plan	
Start Date: October 26, 2021 Start Date: March 1, 2022	End Date: January 20, 2022 End Date: June 2, 2022
Days: Tuesday, Wednesday, Thursday, Friday	Hours: 2:30-3:30 and Friday 730 - 8:15
<p>Area of Need:</p> <p>Academic: ELA and Math</p>	<p>Evidence Data:</p> <p>Math: 36% of students scored meeting or exceeding expectations in Math MCAS. This is 3 points higher than the state</p> <p>40% of grade 1-6 students scored partially or exceeding expectations in MATH STAR (Fall 2021)</p> <p>ELA: 55% of students scored meeting or exceeding expectations in ELA MCAS. This is 3 points higher than the state</p> <p>59% of grade 2-6 students scored AT or ABOVE benchmark in STAR READING (Fall 2021)</p> <p>26% of Grade 1 Students scored at or above 60% on the STAR Early Literacy Assessment in Fall 2021</p> <p>33% of first-graders scored a J or above in their benchmark reading assessments in Spring 2021</p> <p>60% of second graders scored an L or above for their benchmark reading assessment in Spring 2021</p> <p>75% of Kindergarten Students scored a D or above for their Spring 2021 benchmark reading assessment</p>

Non- Academic and Social-Emotional:	<p>Only 54 % of teachers feel that students are encouraged to think more deeply about race-related topics.</p> <p>Only 52% of teachers feel that our school helps staff speak out against racism</p> <p>36% of teachers feel somewhat or slightly uneasy dealing with a sensitive issue of diversity when it arises in their class.</p>
<p>Target Grade(s) Level(s):</p> <p>Homework Club Grades 3-6</p> <p>Drama Grades 1-6</p> <p>Yoga Grades K-6</p> <p>WAMS String Consort 4-6</p>	
<p>Target Academics:</p> <p>Mathematics</p> <p>Writing</p> <p>Reading</p>	
<p>SEL/Enrichment Options:</p> <p>Drama</p> <p>Yoga</p> <p>String Consort</p>	<p>Dates and Time:</p> <p>Drama:</p> <p>Tuesday, Thursday 2:30-3:30</p> <p>Yoga:</p> <p>Wednesday 2:30-3:30</p> <p>String Consort:</p> <p>Friday 7:30-8:15</p> <p>Friday 2:30-3:15</p>
<p>Curriculum:</p> <p>Fountas and Pinnell</p> <p>SRSD</p> <p>Lexia</p> <p>ST Math</p> <p>EnVision</p> <p>Breathe For A Change Yoga</p>	

Monitoring Dates: November 4, 2021 November 18, 2021 December 2, 2021 December 16, 2021 January 6, 2022 January 20, 2022	Evidence of Academic Improvement:  We will be using STAR progress monitoring and student surveys to monitor how students are performing academically and how they are feeling about school.  Document of Improvement:
<p>Brief Overview of Program:</p> <p>Our program for the Fall Session, October 25th - January 18th offers Homework support in Math and ELA for grades 3-6. We are offering two Drama classes, for grades 1-2 and for grades 3-4. We are also including a K-6 model for Yoga classes. The WAMS String Conort will have a before school and an after school session for grades 4-6..</p> <p>We plan to offer the same classes in a Spring session that will run from March 1st - June 2nd. We are also exploring additional options for the Spring sessions.</p> <p style="text-align: right;">WAM</p>	

Principal: Joanna Loftus		School: Wawecus																					
After School Planning Template																							
Start Date: November 2, 2021		End Date: April 13, 2022																					
Days: Tuesday, Wednesday, Thursday		Hours: 2:30-3:30																					
Area of Need: ELA <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Priority Standards</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>RL 3.2-3.5</td> </tr> <tr> <td>4</td> <td>RL 4.2-4.4; 4.9</td> </tr> <tr> <td>5</td> <td>RL 5.2, 5.4, 5.5, 5.8</td> </tr> <tr> <td>6</td> <td>RL 6.3, 6.5</td> </tr> </tbody> </table> MATH <table border="1"> <thead> <tr> <th>Grade Level</th> <th>Math Priority Standards</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>G A.1-2 NF.A.3 MD.C.7-D8</td> </tr> <tr> <td>4</td> <td>G.A.3 NBT.B.5 MD.C.7 NF.A.2-C.6 OA.A.2-3</td> </tr> <tr> <td>5</td> <td>MD.C.1-2 NBT.B.6-7 NFB.6-7</td> </tr> <tr> <td>6</td> <td>EE.A.1-3 EE.B.8 NS.C.5-6 SP.A.2-B.5</td> </tr> </tbody> </table>		Grade Level	Priority Standards	3	RL 3.2-3.5	4	RL 4.2-4.4; 4.9	5	RL 5.2, 5.4, 5.5, 5.8	6	RL 6.3, 6.5	Grade Level	Math Priority Standards	3	G A.1-2 NF.A.3 MD.C.7-D8	4	G.A.3 NBT.B.5 MD.C.7 NF.A.2-C.6 OA.A.2-3	5	MD.C.1-2 NBT.B.6-7 NFB.6-7	6	EE.A.1-3 EE.B.8 NS.C.5-6 SP.A.2-B.5	Evidence Data: Running Records ST Math <ul style="list-style-type: none"> <li>Student's Average Percentages for usage and puzzles</li> </ul> STAR Progress Monitoring Lexia	
Grade Level	Priority Standards																						
3	RL 3.2-3.5																						
4	RL 4.2-4.4; 4.9																						
5	RL 5.2, 5.4, 5.5, 5.8																						
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6	EE.A.1-3 EE.B.8 NS.C.5-6 SP.A.2-B.5																						

Target Grade(s) Level(s): Gr 2-6	
Target Academics: Building Fundamental Reading Skills/Writing Stamina/Math-conceptual understanding, procedural fluency, and applying skills.	
SEL/Enrichment Options: Afternoon check-in meetings with students. In the same format as a morning meeting. Social Groups	Dates and Time: Nov 2-4, 9-10, 16-18, 30 Dec 1-2, 7-9 14-16 Jan 4-6, 11-13, 18-20, 25-27 Feb 1-3, 8-10, 15-17 Mar 1-3, 8-10, 15-17, 22-24, 29-31 April 4-6, 12-13,
<ul style="list-style-type: none"> <li>• Curriculum:</li> <li>• LLI Groups</li> <li>• ST Math</li> <li>• Creative ELA Groups-Writing/Acting out plays/Poetry</li> <li>• Math Games Mathletes</li> <li>• The Arts and PE in the content-Using the arts to support understanding of the ELA/Math content area</li> <li>• Second Step</li> </ul>	
Monitoring Dates: Thursdays	Evidence of Academic Improvement: Running Records ST Math Student Average Percentage STAR Lexia  Document of Improvement:
Brief Overview of Program:  Students will switch off between ELA and Math weeks. On the ELA content weeks, students will either have LLI groups or guided reading groups in the first half. The second half-hour will be dedicated to writing/reading plays and work on performing them, writing poetry, and incorporating the arts  On the Math content weeks, students will do ST Math independently as well as math puzzle talks together. For the second half-hour, students will play math games. Sometimes independently, with a partner, or with teams. The games will be determined by the skills the students need support with. They will also have a period of incorporating PE and/or the arts.  Social-Emotional Learning (SEL) will be targeted through a support group using an approved social-emotional curriculum.	
Wawecus Road	

Principal: Jack Young	School: West Tatnuck School
After School Plan	
Start Date: 10/7/21	End Date: 5/22
Days: M, T, W, Th	Hours: 3:15 to 4:30 pm
Area of Need: Mathematics, Science, SEL, Foreign Language	Evidence Data: Teacher observation, Parent/ Caregiver feedback forms, MCAS/ STAR, SAC observations/ referrals
Target Grade(s) Level(s): 1 through 6	
Target Academics: Mathematics, STEM, Social/ Emotional Learning, Foreign Language Acquisition, Arts	
Community Partners: WPS robotics	
SEL/Enrichment Options: Mindfulness/ Children's Yoga	Dates and Time: Mondays 3:15-4:30
Curriculum: Varies between programs. Robotics has specific programming, while math masters and STEM follow grade 2 math/ science standards.	
Site Administrator: Mary Malley	Staff: Dan Hayes, Melanie Wheeler, Yuhong Xu, Rozita Alizadeh, Eni Allen
Monitoring Dates: Every week on Fridays	Evidence of Academic Improvement: STAR, MCAS, SAC referrals, office referrals
<p>Brief Overview of Program:</p> <p>We will offer a variety of programs during the week; M-Th, including, Robotics, math masters, chess club, STEM club, Yoga/ mindfulness, Mandarin made easy, and watercolor painting in order to promote academics in math/ science/ stem as well as children's well being.</p>	



Principal: <a href="#">Patricia Padilla</a>	School: Woodland Academy
After School Plan	
Start Date: NOVEMBER 9, 2021	End Date: APRIL 14, 2022
<b>Days:</b> T//Th 6 week interval Interval 1: 11/9 to 12/21 Interval 2 : 1/11 to 2/17 Interval 3: 3/8 to 4/15	<b>Hours:</b> 2:00-4:15 Breakdown: Snack 2:15-2:30 Homework: 2:35 to 2:55 Homework Enrichment/Academic: 3-4:10 Dismissal: 4:15
<b>Area of Need:</b> <ul style="list-style-type: none"> <li>• Newcomers/Language Learning</li> <li>• Literacy</li> <li>• Social/Emotional: Social Interactions</li> <li>• Problem Solving</li> <li>• Math</li> </ul>	<b>Evidence Data:</b> High rate of EPL 1 Low ACCESS scores Disciplinary Calls for SEL
<b>Target Grade(s) Level(s):</b> 4-5-6 Newcomers & identified students Language and Discussion/Oracy  2-3 Literacy Early Literacy  K-1 Play based/Early Literacy/STEM SEL Mindfulness	
<b>Target Academics:</b> Language: Speaking/Listening, Reading/Writing Play/Social Emotional Math Games/Foundational Math Mindfulness/Yoga	
SEL/Enrichment Options:  Yoga/Mindfulness Social Thinking	Dates and Time:  T/Th: 3-4:10

Curriculum:

Discussions For Learning  
LLI  
Theme Boxes/STEM kits  
Greg Tang Website/Tools  
Play Norms and Rubrics for measuring progress

Monitoring Dates:

Baseline/Beginning Program  
MidPoint  
End of Cycle

Evidence of Academic Improvement:  
Observational Checklists/Program vs Daily Classroom

Document of Improvement:  
Rubric/Observational Tools  
Discipline Data  
STAR/Academics  
ACCESS Speaking and Listening Data

Brief Overview of Program:

Woodland Academy's after-school program will run on a 6 week cycle for three intervals. We are recruiting staff that will provide support in homework completion and understanding as well as targeted skill development in areas of early reading, socialization and play, oracy, foundational math skills, and mindfulness. Using targeted data from formal assessments (i.e. STAR/fact fluency, unit tests) and rubrics/observational checklists, after school teachers will collaborate with daytime classroom teachers in order to evaluate impact/outcomes and determine generalization of skills. Baseline will be established to compare performance at the end of the 6 week cycle.

Woodland Academy

Worcester Public Schools  
**Secondary After School Planning Template**

Forest Grove

Matthew Morse

Area(s) of Need:

ELA

Mathematics

SEL

Evidence/Data:

**STAR Reading Data:**

For grade 8, the percentage of students who scored **"at or above benchmark"** for the STAR reading assessment decreased from 21% to 19% from the spring of 2021 to the fall of 2021.

For grade 8, the percentage of students who scored **"at benchmark"** on the STAR reading assessment decreased from 22% to 21% from the spring of 2021 to the fall of 2021.

For grade 7, the percentage of students who scored **"below benchmark"** for the STAR reading assessment increased from 26% to 28% from the spring of 2021 to the fall of 2021.

**STAR Mathematics Data:**

7th Grade - 47% of students are at or above grade level for the fall 2021 STAR assessment.

8th Grade - 49.8% of students are at or above grade level for the fall 2021 STAR assessment.

**SEL Panorama Data:**

60% of grade 7 & 8 students scored in the "Fair" category for being on track in SEL on the fall Panorama survey. 50% of SWD scored in the "Poor" category for being on track for SEL on the fall Panorama survey.

Academic Focus Area(s):

ELA

Mathematics

Belonging/SEL Focus Area(s)

Engagement

Self-Regulation

**After School Program Plan**

**Outcome(s) Expected** (in terms of academic acceleration & belonging/SEL):

"By January 19, 2022, 100% of students attending the after school program will demonstrate growth in the areas of ELA and mathematics as evidenced by the STAR fall and winter assessments."

**Academic Acceleration Component(s)**-- please describe:

Approximately 400 students will participate in the after school program. Students will participate in an academic piece, either ELA or mathematics, at the beginning of the program. After the academic piece, students will participate in the enrichment portion of the program. The program will be held on Tuesdays and Wednesdays with students choosing either day. It will begin at 3:30 pm and end at 5:00 pm.

**SEL/Belonging Component(s)**

Approximately 400 students will participate in the after school program. After an academic piece, students will participate in the SEL/Belonging component. The program will be held on Tuesdays and Wednesdays with students choosing either day. It will begin at 3:30 pm and end at 5:00 pm.

**Site Administrator** Needs: 1 Site Administrator for Tuesday, one for Wednesday

**Teacher** Needs: 17

**Other Staffing** Needs:

**Community Partner(s)**, if applicable:

**Start Date:**

**Session 1:** November 2, 2021

**Session 2:** January 25, 2022

**Session 3:** March 22, 2021

**End Date:**

**Session 1:** January 19, 2022

**Session 2:** March 15, 2022

**Session 3:** June 1, 2022

**Monitoring Plan and Dates:**

The STAR reading and mathematics assessment will be used to measure progress of the students participating in the after school program. The fall STAR was administered The week of September 24, 2021 and the post assessment will be administered the week of December 21, 2021. The overall Benchmark data will be used to monitor progress.

Student daily attendance will be monitored to determine efficacy of programming as well.

School: Sullivan Middle School	Principal: Shannon Conley
<p style="text-align: center;">Worcester Public Schools  <b>Secondary After School Planning Template</b></p>	
<p>Area(s) of Need: Academic and enrichment opportunities for students</p> <ul style="list-style-type: none"> <li>- Remediate/Accelerate student learning</li> <li>- Provide opportunities to enhance education</li> <li>- Help students find interests beyond the academic day</li> <li>- Encourage school attendance</li> <li>- Deter issues in community</li> </ul>	
<p>Evidence/Data:  STAR scores  MCAS scores  Interest Inventory from students  Suspension rate (based on 2019-20)  Attendance rate</p>	
<p>Academic Focus Area(s): mathematics, visual arts, performing arts, health, physical education</p>	
<p>Belonging/SEL Focus Area(s): restorative justice, circle process, health and wellness, accepting others</p>	
<p>Focus Student Group(s), if applicable:  All students grades 6-8</p>	
<p style="text-align: center;"><b>After School Program Plan</b></p>	
<p><b>Outcome(s) Expected</b> (in terms of academic acceleration &amp; belonging/SEL):</p> <p><i>"By [choose date], [choose students] will demonstrate growth in [identify areas] as evidenced by [choose pre- and post-assessment measures]."</i></p> <p>By June 2022, 100% of students participating in afterschool academic and social emotional programs will demonstrate growth in their specific area of concentration and improved engagement as evidenced by survey results and improvement cycle data (including pre- and post-assessments)</p>	
<p><b>Academic Acceleration Component(s)</b>-- please describe:  <i>Who (which students and which staff)?</i>  <i>Doing what (essence of activities)?</i>  <i>How long and how often (# weeks, days per week, hours per day)?</i></p> <p>Students participating in the Academic Acceleration program will have access to after school instruction on Tuesdays, Wednesdays, and Thursdays from 3:15-4:30 and will be supported in</p>	

the following ways: English Language Arts (Comprehension, Writing, Assessment Preparation), Mathematics/STE (Pre-Algebra, Algebra, Practical Math, Strategy and Problem Solving, Assessment Preparation, Coding/Robotics), ...

**SEL/Belonging Component(s)**-- please describe:

*Who (which students and which staff)?*

*Doing what (essence of activities)?*

*How long and how often (# weeks, days per week, hours per day)?*

**Site Administrator** Needs: 1 site administrator

**Teacher** Needs: 14

**Other Staffing** Needs:

1 secretary if possible

**Community Partner(s)**, if applicable: Worcester Children's Chorus

**Proposed Start Date: 11/8/2021**

**Proposed End Date: 6/3/2022**

**Monitoring Plan and Dates:**

*STAR math and reading*

SMS

School: University Park Campus School	Principal: Daniel St. Louis
<p style="text-align: center;">Worcester Public Schools  <b>Secondary After School Planning Template</b></p>	
<p>Area(s) of Need:  Math and Sense of Belonging</p>	
<p>Evidence/Data:  Math: Grade 7--Only 17% Meeting Expectations, down from 35% in 2019  Math Grade 8--Only 24% Meeting Expectations, down from 50% in 2019  Fall 2021 STAR testing: 66% urgent intervention in 9th grade math, 72% in 8th, 78% in 7th grade.</p> <p>Panorama survey--only 33% of students reported feeling like they mattered to others at the school, and 51% reporting that they feel like they belong. Only 33% say they are eager to participate in their classes, and 28% say they are excited to go to class.</p> <p>Through October, 20% of UPCS students are characterized as "Chronically absent."</p> <p>Through October, UPCS has issued 5 suspensions.</p>	
<p>Academic Focus Area(s):  Students' math abilities are starting out particularly low this year.</p>	
<p>Belonging/SEL Focus Area(s):  Student attendance, discipline, and sense of belonging are in need of improvement.</p>	
<p>Focus Student Group(s), if applicable: Grades 7-10</p>	
<p style="text-align: center;"><b>After School Program Plan</b></p>	
<p><b>Outcome(s) Expected</b> (in terms of academic acceleration &amp; belonging/SEL):  <i>By <u>May 2022 grade 7-10 students</u> will demonstrate growth in math as evidenced by a decrease of 20% for students needing urgent intervention.</i>  <i>By <u>May 2022</u>, all students will demonstrate growth in their sense of belonging as evidenced by at least a 93% daily attendance rate and a suspension rate under 6% of the student body.</i></p>	
<p><b>Academic Acceleration Component(s)</b>-- please describe:  Middle and high school math and science teachers will host tutoring sessions four days per week, for one hour per day, to focus on building targeted skills as identified by their classroom teachers. The program will run through the 2nd and third academic quarters, and halfway through the fourth quarter for a total of 23.5 weeks. While the program will be open to all students, the focus will be on students in grades 7-10.</p>	

**SEL/Belonging Component(s)**-- please describe:

Two days per week, a counselor and teacher will host SEL groups and a mentoring program. The SEL groups will focus on building the student body's capacity to improve and sustain positive mental health and healthy behaviors. These messages will also be key themes in a mentoring program that will pair 11th and 12th grade National Honor Society students with struggling middle school students. A third teacher will host a weekly video chat for students who are either chronically absent, absent due to COVID-related reasons, or simply missing school. Teacher will call the homes of students who are repeatedly absent or who miss the video check-in. The program will run through the 2nd and third academic quarters, and halfway through the fourth quarter for a total of 23.5 weeks.

**Site Administrator** Needs: 1 Site Admin

**Teacher** Needs: 2 teachers per day (individual teachers will change daily)

**Other Staffing** Needs:

**Community Partner(s)**, if applicable:

**Proposed Start Date: Nov 15, 2021**

**Proposed End Date: May 26, 2022**

**Monitoring Plan and Dates:**

*Every five weeks, teachers and administrators will review attendance and discipline data as well as class-level data with classroom teachers of students' math classes in order to make adjustments to the program.*

UPCS



## ELEMENTARY BUDGET

[illegible]

## MIDDLE SCHOOL BUDGET

[illegible]

	A	B	C	D	E	F	G
1							
2	<b>Allotted:</b>	<b>\$180,000.00</b>					
3	<b>Spent:</b>			<b>\$38,791.59</b>			
4	<b>Remaining Balance:</b>	<b>\$141,208.41</b>					
5		<b>Burncoat MS</b>	<b>Claremont Acad</b>	<b>FGMS</b>	<b>Sullivan MS</b>	<b>UPCS</b>	<b>WEMS</b>
7	<b>11/26/21</b>			<b>\$190.88</b>	<b>\$1,375.69</b>		Text
8	<b>12/3/21</b>			\$2,484.50	\$1,206.23	\$538.00	
9	<b>12/10/21</b>				\$1,344.78		
10	<b>12/17/21</b>			\$1,737.00	\$1,344.78	\$891.00	
11	<b>12/24/21</b>			\$240.50	\$700.14		
12	<b>1/7/22</b>			\$18.50	\$966.96		
13	<b>1/14/22</b>			\$1,240.00	\$856.06	\$733.00	
14	<b>1/21/22</b>				\$1,182.54	\$775.00	
15	<b>1/28/22</b>			\$948.00	\$1,404.54		
16	<b>2/4/22</b>				\$2,837.80		
17	<b>2/11/22</b>			\$296.00	\$1,404.54		
18	<b>2/18/22</b>			\$2,331.00	\$1,293.54	\$464.00	
19	<b>3/4/22</b>			\$3,700.00	\$1,349.04		
20	<b>3/11/22</b>			\$1,551.00	\$1,182.54	\$886.00	
21	<b>3/18/22</b>						
22							
23							



## Executive Summary

- ⊕ Uses federal **Elementary and Secondary School Emergency Relief (ESSER) Funds** to accelerate the phase-in of Student Opportunity Act initiatives during each of the next three fiscal years. Also, these funds continue investments made in technology and new investments in building ventilation systems and renovation projects.
- ⊕ Uses federal ESSER funds to achieve the following in FY22:
  - ⊕ to support the district sustain technology and personal protective equipment (PPE) purchases (\$4.3 million)
  - ⊕ provide bridge funding to support an expected kindergarten and grade 1 enrollment increase after an unprecedented pandemic-related enrollment decline last year at these grades (\$9.7 million)
  - ⊕ provide accelerated funds for Student Opportunity Act initiatives (\$13.2 million)
  - ⊕ provide additional funds for building ventilation system replacement and building renovation projects (\$4.1 million)
  - ⊕ provide robust summer school and afterschool recovery and acceleration programs and additional professional learning for staff (\$8 million)
- ⊕ Establishes a stand-alone Dual Language School for Grades Pre-Kindergarten to Grade 6 at the former location of St. Stephen's School. Funding includes a new building principal, a dual language instructional coach, two additional teachers, a school clerk, a school nurse, a building custodian, and \$150,000 in supplies and materials for the program.<sup>1</sup>
- ⊕ Establishes a Remote Academy for grades 7 and 8 next year for up to 125 students in the first year, increasing one grade each year to grade 12 by the 2025-26 school year and up to 375 students. Funding includes a principal and seven teacher positions.<sup>1</sup>
- ⊕ Provides 20 English Learner Teachers expected to comply with all Department of Justice service requirements for English Learners.<sup>1</sup>
- ⊕ Provides 22 teachers and 20 educational service positions to support students with disabilities (SWD) in the following areas:<sup>1</sup>
  - ⊕ 8 elementary-level special education teachers
  - ⊕ 5 secondary-level special education teachers
  - ⊕ 4 elementary autism program teachers and 3 support positions
  - ⊕ 2 Speech and Language Pathologists (SLPs) and 1 Speech and Language Pathologist Assistant (SLP-A)
  - ⊕ 2 Special Education Focused Instructional Coach positions
  - ⊕ 1 Occupational Therapist
  - ⊕ 1 ASL Interpreter
  - ⊕ 15 instructional assistants to support various programs in the district

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<sup>1</sup> This initiative is funded in FY22 through the ESSER grant and will transition to Student Opportunity Act funds in FY23.





## Executive Summary

**Federal Elementary and Secondary School Emergency Relief (ESSER) Funds:** The federal government is providing financial resources to school districts to respond to the COVID-19 pandemic.

- ⊕ The Worcester Public Schools will receive an estimated \$122.5 million in these ESSER funds through the following awards:

<b><u>ESSER Funding</u></b>	<b><u>Award Amount</u></b>
ESSER I funding through CARES Act <sup>1</sup> :	\$9,463,606
ESSER II funding through Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA):	\$34,815,950
ESSER III funding through American Rescue Plan <sup>2</sup> :	\$78,169,220
<b>Total ESSER Funding</b>	<b>\$122,448,776</b>

<sup>1</sup> Some funding used during FY21

<sup>2</sup> Expected award amount



The ESSER Funds will support the district's operating budget in FY22 due to an unprecedented decline in student enrollment, particularly at the Pre-Kindergarten and Kindergarten levels. Also, the funds will continue investments made by the district during remote and hybrid learning, such as personal protective equipment (PPE), technology computer applications, and internet

connectivity. The funds will provide advanced funding over the next three years for the implementation of the state's Student Opportunity Act. Finally, funds will provide additional ventilation system upgrades and building renovations to the district's buildings.

- ⊕ **Federal Grants:** All federal grants use the FY21 award amounts until the award of FY22 amounts. The Individuals with Disabilities in Education Act (IDEA) funds expect to increase based on funding included in the American Rescue Plan but the district awaits the actual award. The Head Start Grant reflects the FY22 actual grant award, a decrease of \$494,194 of the FY21 level.
- ⊕ **State Grants:** All state grants use the FY21 award amounts pending actual grant awards.
- ⊕ **School Nutrition Revenue:** After a year of mostly remote foodservice model, the district is planning on the return to school-based feeding programs during the 2021-22 school year using the USDA Community Eligibility Program, allowing all students to participate in breakfast, lunch, and snack programs at no cost to the students. This allows the district to collect full federal reimbursement for all meals and increase meal participation among students. As the district returns to school-based feeding in uncertain social distancing requirements that may be needed, the budget reflects a conservative



## Executive Summary

- ⊕ **Health Insurance and Retirement Assessments:** The City of Worcester has based health insurance with premium rates increasing between 5.0 and 6.0% for all group plans, reflecting an increase of \$3.0 million. Also, the WPS share of the City of Worcester contributory retirement system's normal retirement costs and pension obligation for qualifying retirees and beneficiaries will increase by \$2.1 million.
- ⊕ **Student Transportation:** The budget reflects contracted rates for student transportation, as the contracted rate for the 87 large school buses increases 3.0% to \$89,354 per year for each bus, the cost for 33 mid-size buses increases 3.0% to \$113,823 per year for each bus, and the cost for 21 wheelchair buses increases 3.0% to \$119,551 per year for each bus next year. The budget also reflects the restoration of the one-time FY21 budget savings when compared to the FY21 adopted budget amount. The account also funds \$1.3 million for out-of-district student transportation and \$864,000 for mandated homeless student transportation. Although the budget shows a 70% increase, when compared to the initial FY21 budget before the one-time budget reductions, the total increase in contracted student transportation costs in FY21 is \$406,678, or 2.3%
- ⊕ **Tuition:** The increase in tuition assessments, totaling \$372,579 is attributed to cost increases associated with the Central Massachusetts Collaborative, including the Recovery High School, (approximately \$229,900), a decrease of \$742,700 in other out of district special education tuitions, and a decrease in state reimbursement for special education students (Circuit Breaker) (\$885,400).
- ⊕ **Building Utilities:** The account reflects a \$296,765 increase (4.8%) based on an increase of \$203,793 in internet and telephone services, an increase in electricity supply costs (totaling \$101,491, and a decrease in heating oil (\$8,519).
- ⊕ **Building Rentals and Parking Lot Leases:** The amount for building rentals increase \$1.15 million over the FY21 budget amount, attributed to new Transportation Department space move from Fremont Street to NE Cutoff (\$470,000), Facilities Department space that was previously provided at no cost at St. Gobain now at NE Cutoff (\$370,000), new rental of space at St. Stephen's for the Dual Language School (\$132,000), and an increase in the lease space for the Alternative School at St. Casimir's (\$123,816), and the lease of the Chatham Street Parking Lot (\$37,920).
- ⊕ **Facilities Maintenance:** The increase of \$231,738 in this account is attributed to environmental abatement work (\$100,000), estimated usage for trash removal (\$87,175), and custodial and maintenance supplies (\$44,563).

### Executive Summary ESSER Spending Plan



The Federal Elementary and Secondary School Emergency Relief (ESSER) Funds are provided by the federal government to school districts to respond to the COVID-19 pandemic.

The Worcester Public Schools will receive an estimated \$122.5 million in these ESSER funds through the following awards to be spent between FY21-FY24. For 2021-2022, approximately 32% of the total allocation (\$39.3 million) will be spent in the following direct expenditure categories:



Anywhere!

## Executive Summary

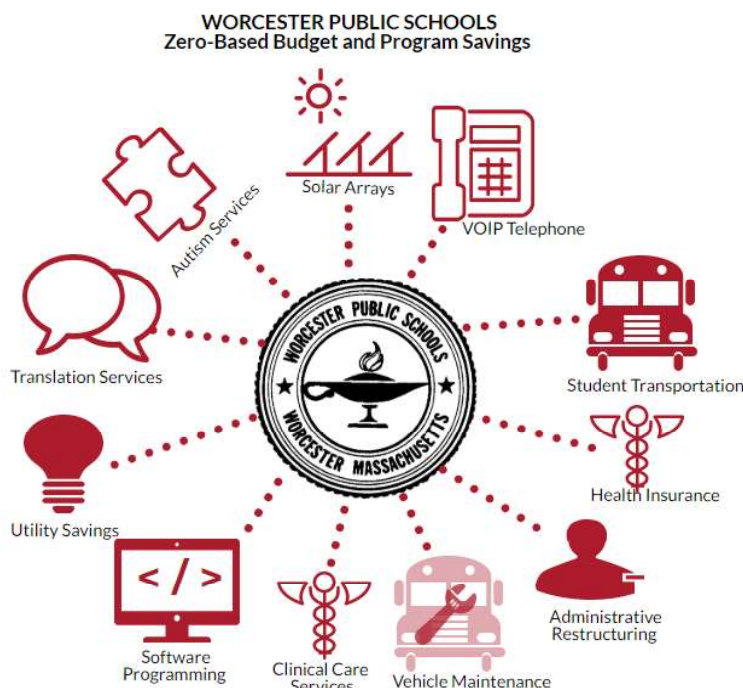
- ⊕ Support the district's operating budget in FY22 due to an unprecedented decline in student enrollment, particularly at the Pre-Kindergarten and Kindergarten levels (\$9.7 million).
- ⊕ Continue investments made by the district during remote and hybrid learning, such as personal protective equipment (PPE), technology computer applications, and internet connectivity (\$4.3 million).
- ⊕ Advance funding over the next three years for implementation of the state's Student Opportunity Act (\$13.2 million).
- ⊕ Provide additional ventilation system upgrades and building renovations to the district's buildings (\$4.1 million).
- ⊕ Provide robust summer programs, implement recovery and acceleration opportunities during the school year, and provide additional professional learning opportunities for staff (\$8.0 million).

### Executive Summary Strategies to Balance Budget



For the twelfth consecutive year, the district has used a zero-based budget approach to develop resource allocations within the annual budget. Through this strategic planning and review process, the district has been able to identify savings or reallocations resulting in improved service delivery and the preservation of teacher and instructional support positions to the best extent possible. The district has a recognized history of achieving cost savings and reallocation of resources while improving services available to schools. The following is an overview of where the district achieved savings and funds reallocated to other instructional programs.

These areas provide significant savings and cost avoidance to the district with the savings reallocated for direct instructional services within the budget.





## Executive Summary

- ⊕ Reallocates 16 elementary classroom positions based on an expected enrollment bubble from the unprecedented enrollment decline at the pre-kindergarten and kindergarten levels for next year. The budget maintains a reasonable overall average elementary class size of 20.0 students next year based on next year's anticipated student enrollment and 591 classroom teachers; this represents the same average class size as in the previous several years. Individual schools are expected to have average class sizes (Kindergarten to Grade 6) ranging from 16.9 to 23.9, with the following breakdown of projected elementary class sizes for next year:

Class Size Range	Estimated Number of Classrooms
Fewer than 23 students	420
23-26 students	147
27-30 students	24
31 or more students	0
Total	591

- ⊕ Reallocates 8 Special Education teacher positions, 4 secondary teacher positions, and 3 instructional support positions to address current needs within the district.

### Executive Summary New Budget Initiatives



New positions, programs, and initiatives in the FY22 budget include:

- ⊕ Uses federal ESSER funds to achieve the following in FY22:
  - ⊕ to support the district to sustain technology and personal protective equipment (PPE) purchases (\$4.3 million)
  - ⊕ provide bridge funding to support an expected kindergarten and grade 1 enrollment increase after an unprecedented pandemic-related enrollment decline last year at these grades (\$9.7 million)
  - ⊕ provide accelerated funds for Student Opportunity Act initiatives (\$13.2 million)
  - ⊕ provide additional funds for building ventilation system replacement and building renovation projects (\$4.1 million)
  - ⊕ provide robust summer school and afterschool recovery and acceleration programs and additional professional learning for staff (\$8 million)
- ⊕ Establishes a stand-alone Dual Language School for Grades Pre-Kindergarten to Grade 6 at the former location of St. Stephen's School. Funding includes a new building principal, a dual language instructional coach, two additional teachers, a school clerk, a school nurse, a building custodian, and \$150,000 in supplies and materials for the school.<sup>1</sup>

<sup>1</sup> This initiative is funded in FY22 through the ESSER grant and will transition to Student Opportunity Act funds in FY23.





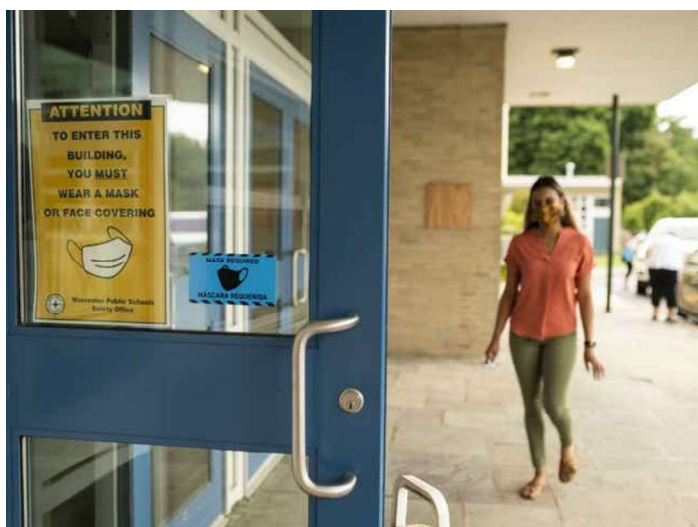
Anywhere!

## Building the Budget

### Guiding Principles



The district's use of a zero-based budget approach guides the shaping of the budget. The budget recommendations align to the best extent possible with high-quality teaching and learning, community values, and compliance requirements with the resources available.



*Teachers at Chandler Magnet Elementary School handed out school supplies to students, who began the new school year at home in September 2020 (Telegram and Gazette)*

Between January and April of each year, the Administration works collaboratively with building principals and instructional leadership teams to develop resource allocation needs for schools. These data-driven, needs-based requests allow the Administration to reallocate resources and develop long-term allocation strategies for the district. This process allows individual site councils and instructional leadership teams to create templates for future school-based accountability and resource planning and the work can continue in future years to engage each school community in the budget decision-making process.

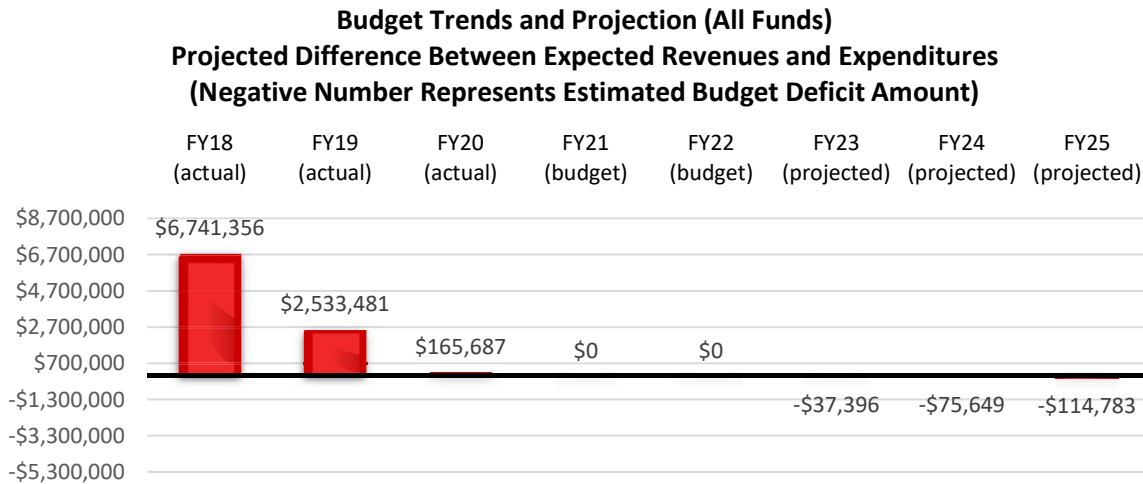
Concurrently, the Administration has made numerous budget presentations and solicited valuable input from the

School Committee, parent groups, the Superintendent's high school student advisory group, local business leader roundtables, civic and community leaders, and concerned citizens. The recommendations and priorities identified by these groups are included in this budget within the available resources. Student groups have asked to maintain rigorous classes and athletic programs. Parent groups have asked that the district prioritize small class size ratios and maintain course offerings. Business leaders have asked that the district strengthen efforts around college and career readiness skills. Civic and community leaders have asked for support in wraparound, social-emotional, and supplemental support programs. Concerned citizens have asked that the district seek spending reforms and use tax dollars wisely.

The School Committee holds an informational session in the budget in late May for community members to learn about the proposed budget and offer comments and suggestions to the School Committee. Then, there are two public budget sessions in June, for the School Committee to review the recommended budget of the Superintendent, make any changes, and ultimately adopt a final budget for the upcoming year.



## Trends and Projections



The two largest factors influencing the next three (or more) years of funding is the phase-in incorporating the new formula components of the Student Opportunity Act (2019) until FY27 (providing more than \$90 million in additional funding) and the recent COVID-19 assistance funding from the federal Elementary and Secondary School Emergency Relief Fund (ESSER) totaling \$120 million through FY24. These two funding sources are projected to provide overall budget stability, as well as program and service expansion for students.

Overall, the general fund revenue projects to grow over the next three years based on enrollment and demographic changes and anticipated inflation growth as measured by the national price deflator index for state and local government purchases. The overall enrollment projects to increase over the next three years after a pandemic-related, unprecedented decline. Other than the ESSER funds, all other federal grant revenue projects to slightly increase based on recent enrollment and student demographic trends. These projections do not include additional funds as presented in President Biden's 2021 federal budget proposals for education, which if enacted, would provide an increase in these federal funds. The remaining state grants projects to be level-funded. Nutrition funds project to increase annually based on student participation rates and federal reimbursement rates under the Community Eligibility Program. Finally, other special revenue is mostly dependent on school choice revenue and special education reimbursement from the state. School choice revenue projects to remain constant and the circuit breaker reimbursement is expected to remain fairly level through the next three years.

All expenditure line items project to increase based upon student enrollment, contractual increases for employees or services, and increases to certain cost centers based on recent history and expected utilization of services. The cost drivers that continue to exceed inflation are health insurance, tuition, and student transportation.

The funding from federal ESSER grants will support the district to sustain technology and safety purchases, provide bridge funding to support the expected enrollment increase, provide accelerated funds for Student Opportunity Act initiatives, and provide additional funds for building ventilation system replacement and building renovation projects. The Student Opportunity Act fundings intended use is to establish targets for addressing persistent disparities in achievement among student subgroups. These actions align with the district's Strategic Plan.



# Budget Development Process

Developed September 2020

BUDGET DEVELOPMENT CALENDAR	
SEPTEMBER 2020	
8	FY22 Budget Calendar Developed
OCTOBER 2020	
1	Student Enrollment submitted to State used as the basis of next year funding
NOVEMBER 2020	
16	Initial budget planning estimates determined using enrollment and cost center data
DECEMBER 2020	
18	Facilities Department prepares the building assessment updates to five-year building plan
JANUARY 2021	
27	Governor's Proposed State Budget released to the public
FEBRUARY 2021	
6	Superintendent provides Preliminary Budget Presentation to School Committee
22	Capital equipment plans are developed
MARCH 2021	
4	District level resource allocation meetings begin
10*	Presentation of budget estimates to Citywide Parent Planning Advisory Committee
12	Individual school-based resources allocation meetings begin
APRIL 2021	
14	Massachusetts House Ways and Means Budget released to the public
16	Worcester Public Schools submits budget information to the City of Worcester
29	Joint Meeting of City Council Education Committee and School Committee Finance and Operations Committee
MAY 2021	
6*	Projects to be submitted to Massachusetts School Building Authority for Major Renovation or Repair Projects submitted to School Committee for approval
12	Senate Ways and Means Budget released to the public (expected date)
14	Superintendent's Annual Budget Recommendations released
18*	Projects to be submitted to Massachusetts School Building Authority for Accelerated Repair Projects or Major Renovation and Repair submitted to City Council for approval
24*	Standing Committee on Finance and Operations Holds Public Budget Hearing (expected date)
25*	Budget Session with the Worcester City Council (expected date)
JUNE 2021	
1*	Accelerated Repair Projects submitted to Massachusetts School Building Authority
3	School Committee Budget Session (4-6 pm, Worcester City Hall)
17	School Committee Budget Session (4-6 pm, Worcester City Hall)
25*	Major renovation or replacement projects submitted to the Massachusetts School Building Authority
30	Final State Budget adopted
JULY 2021	
1	First day of the fiscal year
9	Final adjustments to the FY21 fiscal year; FY22 budget loaded into city financial system
16	Adjustments to budget based on final state budget submitted to School Committee (as necessary)

Reference: School Committee Policy - DBC Budget Deadlines and Schedules

\* These dates and events are subject to change or dates are different than a normal year due to COVID-19 protocols.



## Special Revenue Funds: Federal Grants

### ESSER I:

**\$6,913,180**

ESSER I funds, established as part of the Education Stabilization Fund in the CARES Act, provide districts with emergency relief funds to address the impact COVID-19 has had and continues to have, on elementary and secondary schools that are providing educational services and developing plans for the return to normal operations. Although ESSER funds are distributed to districts based on Title I, Part A allocations, they are not Title I, Part A funds. ESSER is a program intended to help with the COVID-19 response. ESSER Funds may support any allowable activity authorized by Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), Carl D. Perkins Career and Technical Education Act, McKinney-Vento Homeless Assistance Act, and the Adult Education and Family Literacy Act (AEFLA), in addition to a wide range of other allowable activities. The total allocation to the Worcester Public Schools is \$9,463,606 with an ending date of September 30, 2022. The FY22 budget uses \$6,913,180 of the remaining funds.

### ESSER II:

**\$17,407,975**

ESSER II funds, established by the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA), was signed into law on December 27, 2020, and provides supplemental funding for the Elementary and Secondary School Emergency Relief Fund (ESSER II Fund) to help K-12 educational entities prevent, prepare for, and respond to impacts of COVID-19. Although ESSER funds are distributed to districts based on Title I, Part A allocations, they are not Title I, Part A funds. ESSER is a program intended to help with the COVID-19 response. ESSER Funds may support any allowable activity authorized by Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), Carl D. Perkins Career and Technical Education Act, McKinney-Vento Homeless Assistance Act, and the Adult Education and Family Literacy Act (AEFLA), in addition to a wide range of other allowable activities. The total allocation to the Worcester Public Schools is \$34,815,950 with an ending date of September 30, 2023. The FY22 budget uses \$17,407,975, or 50%, of the available funds. The remainder of the funds will be used during FY23.

### ESSER III:

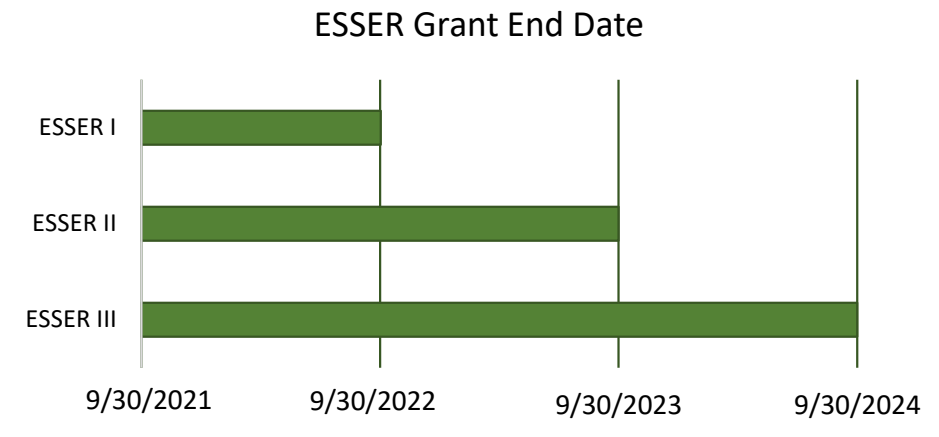
**\$15,633,844**

ESSER III funds, established by the American Rescue Plan (ARP) Act of 2021, Public Law 117-2, was enacted on March 11, 2021, to help school districts safely reopen and sustain the safe operation of schools and address the impact of the coronavirus pandemic on the nation's students. At least 20 percent of the funds must be used to address learning loss through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups (each major racial and ethnic group, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and children and youth in foster care). The remaining funds may be used for a wide range of activities to address needs arising from the coronavirus pandemic, including any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE). Specifically, ARP ESSER funds may be used to develop strategies and implement public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention (CDC) on reopening and operating schools to effectively maintain the health and safety of students, educators, and other staff. The total allocation to the Worcester Public Schools is expected to be approximately \$78,169,219 with an ending date of September 30, 2023. The FY22 budget uses \$15,633,844, or 20%, of the available funds. The remainder of the funds will be used during FY23 and FY24.



## Special Revenue Funds: Federal Grants

### Schedule of ESSER Grant Ending Dates:



### ESSER Annual Spending Plan by Year (By Grant):

	FY21 Allocation	FY22 Allocation	FY23 Allocation	FY24 Allocation	Total Award
<b>Federal Grant Revenue:</b>					
Education Stabilization Fund - ESSER I	\$2,550,426	\$6,913,180	\$0	\$0	\$9,463,606
Education Stabilization Fund - ESSER II		\$17,407,975	\$17,407,975	\$0	\$34,815,950
Education Stabilization Fund - ESSER III		\$15,633,844	\$31,267,688	\$31,267,688	\$78,169,220
<b>TOTAL ESSER FUNDS</b>	<b>\$2,550,426</b>	<b>\$39,954,999</b>	<b>\$48,675,663</b>	<b>\$31,267,688</b>	<b>\$122,448,776</b>

### ESSER Annual Spending Plan by Year (By Target Area):

	FY21 Amount	FY22 Amount	FY23 Amount	FY24 Amount	Total Spending
<b>Federal Grant Revenue:</b>					
Student Opportunity Act Bridge Funds	\$0	\$13,157,478	\$13,157,478	\$13,157,478	\$39,472,434
Enrollment Increase Sustainability	\$0	\$9,685,106	\$0	\$0	\$9,685,106
Summer, Afterschool, and PD Programs	\$0	\$8,000,000	\$5,000,000	\$5,000,000	\$18,000,000
Technology Spending	\$1,274,947	\$2,250,000	\$1,500,000	\$1,250,000	\$6,274,947
COVID-19 Maintenance Spending	\$345,028	\$1,250,000	\$1,000,000	\$1,000,000	\$3,595,028
Personal Protective Equipment (PPE)	\$879,442	\$750,000	\$0	\$0	\$1,629,442
Ventilation System & Building Projects	\$0	\$4,063,315	\$27,044,672	\$10,234,856	\$41,342,843
City of Worcester Indirect Costs	\$51,009	\$799,100	\$973,513	\$625,354	\$2,448,976
<b>TOTAL ESSER FUNDS</b>	<b>\$2,550,426</b>	<b>\$39,954,999</b>	<b>\$48,675,663</b>	<b>\$31,267,688</b>	<b>\$122,448,776</b>

### Grant Acceptance Form

**Name of Grant:** American Rescue Plan Act: Elementary and Secondary Education Emergency Relief (ESSER III) Funds

**Type of Funder:** Federal funding through the Massachusetts Department of Elementary and Secondary Education

**Awarded Amount:** \$78,224,272

**Grant Funding Period:** October 1, 2021 through September 30, 2024

**Project title:** ESSER III / ARP ESSER

**Program coordinator:** Binienda / Allen

**Purpose:** The American Rescue Plan Act provides resources to school districts to respond to the COVID-19 pandemic. The Education portion of this funding, the Elementary and Secondary School Emergency Relief's (ESSER III or ARP ESSER) purpose is to help schools and districts safely reopen and sustain the safe operation of schools and must respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic.

**Description of the program:** This multi-year grant, in conjunction with previously awarded ESSER I and II funds, will support a variety of district initiatives and investments. Significant funding will be provided in areas including staffing costs, after-school, summer and professional development programs, contractual services, technology, supplies, transportation and building projects. The multi-year budget is based on the plans outlined in the district's FY22 budget book and subsequent school committee actions.

**Program location:** Districtwide

**Outcomes and Measures:** District Research and Accountability staff will coordinate evaluation of ESSER funded initiatives to comply with federal reporting requirements as they are released.

**Massachusetts Department of Elementary and Secondary Education**  
STANDARD CONTRACT FORM AND APPLICATION FOR PROGRAM GRANTS

**UPLOAD A SCANNED, SIGNED COPY OF THIS PAGE WITH THE DATE OF SUBMISSION TO EDGRANTS WITH THE BUDGET FOR ESSER FUND CODE 119**

District staff with the role of "control user" in EdGrants have been provided user log-in names and passwords and have been trained to submit a grant application via EdGrants. Provide all required application materials to your district control user with access to EdGrants in order to submit budget and attachments.  
Applications are due by Monday, October 4, 2021

**District Name:** Worcester **Code:** 0348  
**Address:** 20 Irving Street  
Worcester, MA 01609  
**DESE Federal Grant Liaison**  
**Phone number:** Russ Fleming  
781-338-6259  
**Email:** russellw.fleming@mass.gov

I CERTIFY THAT THE INFORMATION CONTAINED IN THIS APPLICATION IS CORRECT AND COMPLETE; THAT THE APPLICANT AGENCY HAS AUTHORIZED ME, AS ITS REPRESENTATIVE, TO FILE THIS APPLICATION; AND THAT I UNDERSTAND THAT FOR ANY FUNDS RECEIVED THROUGH THIS APPLICATION THE AGENCY AGREES TO COMPLY WITH ALL APPLICABLE STATE AND FEDERAL GRANT REQUIREMENTS COVERING BOTH THE PROGRAMMATIC AND FISCAL ADMINISTRATION OF GRANT FUNDS, INCLUDING USING THE GRANT FUNDS FOR ACTIVITIES ALLOWABLE UNDER THE AMERICAN RESCUE PLAN ACT OF 2021. IN ADDITION, THE APPLICANT AGENCY ACKNOWLEDGES AND AFFIRMS THAT ITS FY22 FEDERAL GRANT ASSURANCES (AS WELL AS ANY FUTURE ASSURANCES PROVIDED DURING THE GRANT PERIOD) APPLY TO THIS GRANT.

**AUTHORIZED SIGNATURE:**   
**PRINTED NAME:** Maureen F. Binienda  
**TITLE:** Superintendent  
**SUBMISSION DATE:** 9/30/21

FY2022 Allocation	FEDERAL GRANT ESSER III Fund Fund Code 119	PROJECT DURATION		TOTAL ALLOCATION
		FROM	TO	
		THE LATER OF: UPON APPROVAL OR JULY 1, 2021	6/30/2022	\$78,224,272
		Total Allocation for Schedule A Consortium <small>(For Training that must be shared with multiple AOs)</small>		

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BY OCTOBER 4, 2021



FY22 ESSER III Fund (Fund Code 119) Budget Worksheet

Total Allocation	\$78,224,272
Reservation of Funds to Address Learning Loss and Disproportionate Impact of COVID-19	
Minimum funding (20% of total allocation) that must be used to address learning loss and disproportionate impact of COVID-19	20% of Total Allocation
	\$15,644,855

TIP: Please budget at least this amount in the column, "How much of Total Expenditure addresses learning loss/disproportionate impacts of COVID -19?" (these expenditures are also included in Total Expenditures). If less than 20% is budgeted in the column below, the box to the left will turn red.

TIP: All grant expenditures must be necessary, reasonable and allowable per the rules of each grant program.

- Please consult [DESE's ESSER webpage](#) for reminders on allowable expenses and references to more detailed guidance.

TIP: The "Total FTE" cannot exceed # of staff X 1.0 (one full-time staff person). If error, cell will turn red. See [add'i info](#).

TIP: For information on MTRS calculations and payments, please consult DESE's [MTRS Quick Reference Guide](#).

To determine FTE, divide total amount on budget line by total salary of staff on the line, then multiply by number of staff on that line. For example, 2 staff are paid \$80,000 each from the grant. Their total salaries from all sources amount to \$120,000 each. Divide 80,000 by 120,000 to get FTE per staff member (.67 FTE), then multiply by 2. The FTE for that line is 1.3 (round to the nearest tenth).

TIP: Use the "Comments" section (here and in EdGrants) to include details relating expenditures back to activities on the Implementation Plan and Use of Funds tabs.

Line Item Category: Select an option from the drop down menu.

Primary Function

Comments

20% Reservation: How Much of Total Expenditure addresses learning loss/disproportionate impacts of COVID-19? (whole numbers)

Total Expenditures (whole numbers)

1	ADMINISTRATOR SALARIES:		# of staff	Total FTE	MTRS
	Other		4	4.00	<input checked="" type="checkbox"/>
	Select One				<input type="checkbox"/>
	Select One				<input type="checkbox"/>

Amount
\$ 326,450
\$ 326,450

Select from Drop Down List
Activities under ESSA, IDEA, Perkins or AEFLA
Select One
Select One

Budget Detail
2 school based + 2 district staff, Yr 3

2	INSTRUCTIONAL/PROF STAFF:		# of staff	Total FTE	MTRS
	certified Specialist Teachers (providing individualized instruction)		4	4.00	<input checked="" type="checkbox"/>
	Guidance or School Adjustment Counselors, Social Workers		8	8.00	<input checked="" type="checkbox"/>
	certified Specialist Teachers (providing individualized instruction)		91	91.00	<input checked="" type="checkbox"/>
	Select One				<input type="checkbox"/>
	Select One				<input type="checkbox"/>
	Select One				<input type="checkbox"/>

Amount
\$ 924,588
\$ 576,000
\$ 6,589,123
\$ 7,513,711

Select from Drop Down List
Activities addressing learning loss
Providing mental health services and supports
Activities addressing learning loss
Select One
Select One
Select One

Budget Detail
4 teachers x 3 years
8 School Adjustment Counselors, Yr 1
preK-12 Teachers, incl EL, SPED & Specialists, Yr 3

3	SUPPORT STAFF SALARIES:		# of staff	Total FTE	MTRS
	Non-Clerical Paraprofessionals/Instructional Assistants		73	73.00	<input type="checkbox"/>
	Secretary/Bookkeeper/Clerical Support		6	6.00	<input type="checkbox"/>
	Other		38	38.00	<input type="checkbox"/>

Amount
\$ 2,143,754
\$ 981,147
\$ 1,615,933
\$ 4,740,834

Select from Drop Down List
activities re: maintaining district activities and continuing staff employment
Improving district preparedness and response to COVID-19
Activities addressing learning loss

Budget Detail
Kindergarten IAs, Yr 1
2 Custodians, 1 W/rap, 3 ESSER & data support x 3 yrs
Yr 3: 28 Paras, 7 Behavior Specialists, 2 Clerical

4	STIPENDS:	# of staff	Rate	Rate Type	MTRS
	Teacher/ Instructional Staff Professional Days	500	\$37	per hour	<input type="checkbox"/>
	Teacher/ Instructional Staff Professional Days	75	\$42	per hour	<input type="checkbox"/>
	Select One			select	<input type="checkbox"/>
	Select One			select	<input type="checkbox"/>

Amount
\$ 8,100,000
\$ 1,200,000
\$ 9,300,000

Select from Drop Down List
Activities addressing learning loss
Activities addressing learning loss
Select One
Select One

Budget Detail
Hourly stipends for out of school time programs
Hourly stipends for out of school time programs

5	FRINGE BENEFITS:			
	5a MTRS (automatically calculated if MTRS box is checked above)			
	5b Other			
	Health Insurance			
	Other Retirement Systems			
	Federal Insurance Contributions Act (FICA)			

Amount
\$ 757,454
\$ 2,444,417
\$ 2,444,417
\$ 9,300,000

Brief Description
Employee benefits

Budget Detail
Calculated at contractually required rates

6	CONTRACTUAL SERVICES:	Rate	Rate Type
	Contracted Services Providers – Other Student Services	\$28,000	flat
	Instructional Services	\$75	per hour
	Select One		select
	Select One		select
	Select One		select

Amount
\$ 84,000
\$ 1,700,000
\$ 3,201,871

Select from Drop Down List
School facility repairs and improvements to reduce health risks
Activities addressing learning loss
Select One
Select One
Select One

Budget Detail
AED Mgmt x 3 yrs
Multiple contracted providers for ASOST programs



<b>SUB-TOTAL</b>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>	<div style="border: 1px solid black; height: 20px; width: 100%;"></div>
<b>7 SUPPLIES AND MATERIALS:</b>							
	Textbooks and Related Software/Media/Materials						
	Other						
	Instructional Technology						
	Other Instructional Materials (non-testing/assessment)						
<b>SUB-TOTAL</b>							
<b>8 TRAVEL:</b> (mileage, conference registration, courses, hotels, etc.)							
	Select One						
	Select One						
	Select One						
	Select One						
<b>SUB-TOTAL</b>							
<b>9 OTHER COSTS:</b>							
	Student Transportation Services						
	Student Transportation Services						
	Student Transportation Services						
	Maintenance of Equipment						
	Select One						
	Select One						
<b>SUB-TOTAL</b>							
<b>10 INDIRECT COSTS</b>	<div style="display: flex; justify-content: space-between;"> <div> <b>(a) rate (%)</b>  <small>(e.g., if 3.4%, enter 3.4)</small> </div> <div> <div style="border: 1px solid black; width: 100px; height: 20px; text-align: center;">2.05</div> </div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div> <b>(b) eligible allocation less indirect</b>  <small>(c) maximum indirect allowed</small> </div> <div> <div style="border: 1px solid black; width: 100px; height: 20px; text-align: center;">\$36,140,548</div> <div style="border: 1px solid black; width: 100px; height: 20px; text-align: center;">\$740,881</div> </div> </div>						
<b>11 EQUIPMENT:</b>	Items costing \$5,000+ per unit and having a useful life more than 1 year must be listed individually and described in Step 6.2, below (these expenditures are not eligible for recovery of indirect cost).						
<b>SUB-TOTAL</b>							

**TIP:** The discrepancy box will indicate whether you budgeted too much or too little of your allocation. **Positive numbers indicate you have budgeted too much** by the indicated amount. **(negative numbers) indicate that you have budgeted too little** by the indicated amount.

**TOTAL FUNDS REQUESTED**

\$ 78,224,272

\$ 24,830,578

**DISCREPANCY: Difference between allocation and budgeted total, if any**

\$ 9,185,723

# FY2022: American Rescue Plan Act: Elementary and Secondary Education Emergency Relief (ESSER III) Funds

Fund Code: 119

## **Purpose:**

The American Rescue Plan Act provides resources to school districts to respond to the COVID-19 pandemic. The Education portion of this funding, the Elementary and Secondary School Emergency Relief's (ESSER III or ARP ESSER) purpose is to help schools and districts safely reopen and sustain the safe operation of schools and must respond to the academic, social, emotional, and mental health needs of all students, and particularly those disproportionately impacted by the COVID-19 pandemic.

## **Priorities:**

The priorities of the ESSER III funds are to support activities to address needs arising from the coronavirus pandemic, this includes:

1. Any activity authorized by the Every Student Succeeds Act (ESSA), Individuals with Disabilities Education Act (IDEA), Adult Education and Family Literacy Act (AEFLA), or Carl D. Perkins Career and Technical Education Act of 2006 (Perkins CTE);
2. Required reservation of at least 20 percent of district ESSER III funds to address lost instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups:
  - low-income children or students,
  - children with disabilities,
  - English learners,
  - racial and ethnic minorities,
  - students experiencing homelessness, and
  - children and youth in foster care;
3. Coordination of preparedness and response efforts of LEAs with State and local public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19. Developing strategies that describe and implementing public health protocols how they might align with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff;
4. Developing and implementing procedures and systems to improve the preparedness and response efforts of LEAs;
5. School facility repairs and improvements, such as efforts to improve indoor air quality to reduce risk of airborne virus transmission and exposure to environmental hazards. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement;
6. Training and professional development on sanitizing and minimizing the spread of infectious diseases;

7. Purchasing supplies to sanitize and clean the facilities of a LEA, including buildings;
8. Planning for and coordinating during long-term closures, including:
  - o how to provide meals to eligible students,
  - o how to provide technology for online learning to all students,
  - o how to provide guidance for carrying out requirements under the IDEA and
  - o how to ensure other educational services can continue to be provided consistent with all Federal, State, and local requirements;
9. Purchasing educational technology (including hardware, software, connectivity, assistive technology and adaptive equipment) for students who are served by the LEA that aids in regular and substantive educational interaction between students and their teachers, including low-income students and students with disabilities;
10. Providing student mental health services and supports and maximize capacity for coordination to connect students to behavioral and mental health supports and services, including with school-based and community based-services and providers the hiring of counselors;
11. Planning and implementing activities related to summer learning and supplemental afterschool programs such as:
  - o providing classroom instruction or online learning during the summer months and
  - o addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care; and
12. Other activities that are necessary to maintain the operation of and continuity of services in LEA and continuing to employ existing staff of the LEA

**Eligibility:**

Awards are based on each district's share of funds received under Title I, Part A of ESEA in fiscal year 2021.

**Funding Type:**

Federal CFDA 84.425

**Funding:**

An estimated \$1.6 billion will be available for eligible districts. FY22 ESSER III Fund allocations will be posted on the [Grants Management website](#) as soon as they are available.

Funding is contingent upon availability. All dollar amounts listed are estimated/approximate and are subject to change. If more funding becomes available for this Fund Code, it will be distributed under the same guidelines that appear in this RFP document.

**Fund Use:**

Districts are permitted to use ESSER III funds to address the impact COVID-19 has had, and continues to have, on elementary and secondary schools. Please see the list of priorities above. In addition, districts must reserve at least 20 percent of its ESSER III funds to address lost instructional time through the implementation of evidence-based interventions and ensure that those interventions respond to students' social, emotional, and academic needs and address the disproportionate impact

of COVID-19 on underrepresented student subgroups. Districts must consult with stakeholders within the community, and determine the best use of the funds before submitting their grant application, which serves as the district's ESSER III implementation plan.

A Maintenance of Equity Assurance will be included on your ESSER III application as a condition of receiving ESSER III funds. Districts must agree to the following in FY22 and FY23:

- **State and Local funds:** Your district will not reduce the per pupil allocation of state and local funds to your high-poverty schools by more than the total reduction of these funds to all schools divided by the total number of students enrolled in all your schools (if any) divided by the total number of students enrolled in all of your schools for that fiscal year, and
- **Full-time Equivalent Staff:** Your district will not reduce the per pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds the total reduction in full-time equivalent staff in all of your schools (if any) divided by the number of students enrolled in all of your schools for that fiscal year.

Within 30 days of receiving ESSER III funds, a district must make its Return to In-Person Instruction Plan publicly available on its website. A district must then review its plan every 6 months thereafter and revise as necessary (including consulting any changes to CDC guidance) until the end of the grant award. Note: The District Reopening Plan submitted to DESE for SY2020-2021, likely satisfies this requirement for the initial plan if it was published on the district's website and included public input.

**Project Duration:**

FY22: Upon approval – 6/30/2022 (Year 1)

The period of availability for FY22 ESSER III grant awards will be extended into FY23 7/1/2022 – 6/30/2023 (Year 2), FY24 7/1/2023 – 6/30/2024 (Year 3), and FY25 7/1/2024 – 9/30/2024 (Year 4).