

Wraparound Zone

Worcester Public Schools

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Demographics

- SPED – 26%
- Free and Reduced Lunch – 72%
- Homelessness – 12%
- ELL / Bilingual – 36%

Early Indicators of Needs for Wraparound Services

- Early Warning Indicator System (EWIS)
 - Academic Milestones
 - Reading by the end of 3rd grade, middle school ready, passing all grade 9 courses, high school graduation.
- Systems of Support
 - Many urban school districts in Massachusetts were considered, “program rich/systems poor”
- Need for Socio-Emotional Tiered System of Support
- Ready to Learn Indicators
 - Who is ready? Who is not? And why?

Early Development of Wraparound

- Originally a three year grant
 - WE ARE STILL HERE!
- Race to the Top Federal Grant
- Innovation Schools and Level IV schools received Wraparound Coordinators

Wraparound Zone Schools

- Burncoat Prep Elementary (Level IV to Level III)
- Chandler Magnet School (Innovation)
- Chandler Elementary School (Level IV to Level I)
- Sullivan Middle School (Goddard Scholars Program - Innovation)
- Woodland Academy (Innovation)
- UPCS (Innovation – no longer a WAZ School)
- Union Hill (Level IV to Level I)
- Goddard School of Science and Technology (Innovation)
- Elm Park Community School (Level IV)

Summary of Implementation Plan

- Four Focus Areas
 - ID and Addressing students needs
 - Climate and Culture
 - Community coalitions
 - District systems of support

Constants in Wraparound Schools

- Maintain Community Partnerships/Resources & Community Engagement
- Parent/Family Engagement
- Social and Emotional Systems of Support
- Facilitate and Participate in School-Based Teams
- Provide and Coordinate All Basic Needs Support
- Day to Day School Based Support

Maintain Community

Partnerships/Resources & Community Engagement

- We identify, develop, and maintain community partnerships and coordinate resources (All)
- We are often the liaisons to community partnerships and collaborations
- We establish these partnerships based on the premise of engagement and promoting our school vision and mission.
- We connect and/or lead the school PTO and Site councils to partnerships and develop leadership pathways for parents through this effort.

Maintain Community

Partnerships/Resources & Community Engagement

- We coordinate partnerships (if there are multiple organizations) and resources.
- We are generally the lead fund raisers in our schools
- There are times we connect families directly to these partners when that is part of the agreed relationship
- We coordinate partners to participate in school wide events: for example, holiday meals, holiday gift giving, after school programming, clothing drives, providing school supplies, etc.

Family/Parent Engagement

- We host events in the fall encouraging families to become involved in school wide activities.
- We spearhead parent involvement in Site Council/PTO, and often facilitate these programs.
- We collaborate with community agencies and advertise through newsletters, bulletins, and emails to inform parents about community workshops and programs that will heighten their skill set as parents and school leaders.
- We host monthly and quarterly meetings with parents about school updates. In some schools, teachers and administrators are participants.
- We redefined our definition of Parent and Family Engagement. Parents can engage the school, be a part of their child's learning, make contributions, and show their support without actually being in the building. This was a big challenge for parents and staff to realize and overcome.

Family/Parent Engagement

- All coordinators have either developed needs assessment survey's to identify parent concerns or used the district-wide survey to address parent concerns.
- The WAZ Coordinators worked with the Office of Research and Accountability to incorporate survey question that would highlight what parents were looking for regarding support from our schools.
- Personal home visits, phone calls, and communication with parents around positive reflections on their child's school experience has also been a tool to build trust between the school and the parent.
- The Coordinators have developed celebratory programs and activities to acknowledge the accomplishments of students and parents are invited to attend these celebrations.
- The Coordinators have spent many hours each year assessing the school climate through surveys and face to face meetings to improve communication between parents and school staff.

Social/Emotional Systems of Support

- Provide tiered systems of behavioral support
- Provide Wraparound services to tier 2 and 3 students
- We are target team members and facilitators for tier 2 and 3 students
- We support PBIS initiatives, programs, rewards, and are in some case facilitators
- We engage students both in and outside of classrooms
- We are involved in field trips, attendance incentives, and PBIS coordination

Facilitate/Participate in School Based Teams

- We all participate and are engaged with School Based Teams
- We are part of the school committee structure and Instructional Leadership Teams (ILT)
- We provide administrative leadership to: PBIS, ILT, School wide administration
- We are leaders or members of the SSP process and Governance Boards
- We coordinate and facilitate weekly Family Support Team meetings around non-academic needs

Provide/Coordinate All Basic Needs Support

- We systematically provide support for uniforms, food, and school supplies
 - Uniform Recycling/Clothing Closets
 - Food Pantries
- We refer (collecting and maintaining data on these referral efforts) students and families to resources for basic needs and afterschool programming both internal and external (All)
- We develop partnerships and agreements with outside agencies (All)
- Through work with teachers, staff, survey's, we identify those children most in need

Day to Day School Based Support

- We participate in and in and assist in the coordination of staff coverages
- There are school wide duties that we all participate in
- We are regularly asked to assist in language interpretation for meeting schedules and documents for school wide communication
- We are involved in after school programs and activities
- We connect with children in a “check-in and check-out” system both AM and PM
- We are facilitators and participants in Professional Learning Communities (PLC’s)
- We are facilitators and participants in Common Planning Time meetings
- We are facilitators/coordinators in attendance and tardy assessment documentation
- We participate in morning arrival, recess, and dismissal coordination

Challenges Ahead

- Technological challenges (parents and staff)
- Staff Buy-in/School-wide participation/Support for family intervention
- Finding common structure/themes amongst the participating schools (common practices)
- Sustained District Funding (???)