

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2017 - 2018**



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

Tatnuck Magnet School

Erin Dobson

Principal or Administrator

Maureen Binienda

Superintendent

Coordination and Integration of funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction/materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities; Title IVA, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college/career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities; IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another: Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students; Title II, coordination of professional development for all college/career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college/career readiness contractual service provider at our vocational-technical high school.

Worcester Public School Transition Plan for Assisting Preschool Children

Worcester Public Schools support a transition plan for assisting preschool children to schoolwide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into schoolwide Title I programs.

I. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team's primary role is to help lead the school's effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school's instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Erin Dobson	Principal	Sept: 15, 29
Caryn McCrohon	Assistant Principal	Oct: 20
Megan Bourget	FIC	Nov: 3, 17
Gina Papazian	K- Teacher	Dec: 1, 15
Jessica Joyce	Grade 2 - Teacher	Jan: 5, 19
Nancy O'Rourke	Grade 2 - Teacher	Feb: 2, 16
Angela Carmona	Grade 3 - Teacher	Mar: 2, 16, 29
Stephanie Boothe	Grade 4 - Teacher	Apr: 13, 27
Brittany O'Rourke	Grade 4 - Teacher	May: 11, 25
Christine Lloyd	Grade 5 - Teacher	June: 1, 15

I. Massachusetts Department of Elementary and Secondary Education Accountability Data 2017 Official Accountability Data - Tatnuck

Organization Information			
District:	Worcester (03480000)	School type:	Elementary School
School:	Tatnuck (03480230)	Grades served:	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	Title I status:	Title I School (SW)

Accountability Information		About the Data
Accountability and Assistance Level		
No level	Students in this school participated in 2017 Next Generation MCAS tests	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:	-	

2017 Assessment Participation												About the Data
Student Group	English Language Arts				Mathematics				Science			
	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target	Enrolled	Assessed	%	Met Target
All Students	208	208	100	Yes	207	207	100	Yes	46	46	100	Yes
High needs	160	160	100	Yes	160	160	100	Yes	41	41	100	Yes
Econ. Disadvantaged	122	122	100	Yes	122	122	100	Yes	26	26	100	Yes
ELL and Former ELL	78	78	100	Yes	78	78	100	Yes	20	20	100	Yes
Students w/disabilities	34	34	100	Yes	34	34	100	Yes	11	-	-	-
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-	-	-	-	-	-
Asian	12	-	-	-	12	-	-	-	3	-	-	-
Afr. Amer./Black	45	45	100	Yes	45	45	100	Yes	11	-	-	-
Hispanic/Latino	50	50	100	Yes	50	50	100	Yes	11	-	-	-
Multi-race, Non-Hisp./Lat.	11	-	-	-	11	-	-	-	2	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-	-	-
White	90	90	100	Yes	89	89	100	Yes	19	-	-	-

III. Student Attendance and Retention

Tatnuck Magnet School

Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	96.5	94.1	94.6
Average # of days absent	5.9	9.8	9.3
Absent 10 or more days	20.6	36.5	33.3
Chronically Absent (10% or more)	5.5	16.9	13.5
Unexcused Absences > 9	20.1	33.8	15.8
Retention Rate	1.0	2.0	1.3

Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism

Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.

Review monthly chronic absenteeism.

*Identify quarterly good attendance celebrations (please specify):

- Quarterly Attendance Certificates and Recognition
- Classroom Recognition Daily using school-wide attendance competition. A letter in the school name (Tatnuck) added outside each classroom each day the class has perfect attendance
- Celebrate Classroom Attendance Quarterly for those who met the “Classroom Recognition Daily” target 3 or more times

Continue review of attendance progress reports for grades 4 and up with students and send home.

*School plan to promote ongoing good attendance (please specify):

- Above listed celebrations
- Schoolwide Rally
- Student and Parent Pledge
- Review attendance with families and help families create a plan to promote “great” attendance
- SAC/Psyche work with teachers and students as needed in Grades 4-6 to review attendance and set goals
- School-wide Recognition Yearly
- Fresh start as needed

***requires action**

IV. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

Areas of Strength	
Strength	Evidence
Fifty-eight percent of Grade 3 students scored in the 50 th percentile or higher in MATH MAP (BOY). The increase is 5% over the same cohorts' performance on the Grade 2 MAP Math assessment a year ago. The increase is also 12% higher than last year's Grade 3 BOY performance.	MAP Math Data
Sixty-nine percent of Grade 4 students scored in the 50 th percentile or higher in ELA MAP (BOY). The increase is 19% over the same cohort's performance on the Grade 3 MAP ELA assessment a year ago. The increase is also 14% higher than last year's Grade 4 BOY performance.	MAP ELA Data
Twenty-five percent of Grade 5 students scored significantly below Grade Level on the ELA MAP (BOY). That's a 15% decrease from the same cohort's performance on the Grade 4 MAP ELA assessment a year ago. The decrease in number of students performing below grade level is also 11% lower than last year's Grade 5 BOY cohort.	MAP ELA Data

Areas of Concern	
Concern	Evidence
<p>Increase in the number of students exhibiting extreme social emotional needs/behaviors.</p> <p>Decrease in consistent child study support staff at the school</p>	<p>Teacher Referral Data</p> <p>Increase in extreme student outbursts causing classroom evacuations and/or school-based crisis response team support</p> <p>Increase in number of students requiring a check and connect to review daily goals and self-regulation techniques</p> <p>Increase in ASP referrals</p> <p>Increase in homelessness among students</p> <p>Tatnuck's Table of Organization</p>
<p>Thirty-six percent of Grade 6 students scored significantly below Grade Level Expectations on the ELA MAP (BOY). The percentage of students scoring significantly below grade level expectations is exactly the same percentage of students who scored significantly below grade level on the previous year's Grade 5 ELA Map. Although the students made a year's growth, we were not successful in making catch-up growth.</p>	<p>MAP ELA Data</p>
<p>Sixty-eight percent of Grade 2 students scored below Grade Level Expectations on the Math MAP (BOY). That's a 21% increase of below level students from last year's Grade 2 BOY cohort.</p>	<p>MAP Math Data</p>

V. Action Plan

List of Key Common Practices in This School (e.g., 4-6 practices)
Use of Time for Professional Development and Collaboration: Effort focused to improve teacher-specific instructional strategies. Teaming structures designed to ensure use of shared expectations. Coaching used to provide targeted support based on teacher and student need. PLC time provides opportunities and collaboration used to support instructional growth.
Instructional Schedule: Uninterrupted schedule providing blocks of learning time are systematically organized across grade levels
Identifying and Addressing Student Academic Needs
Multi-tiered System of Support: Explicit instruction provided to below level students determined by progress monitoring data review from a wide variety of assessments and teacher meetings to determine flexible grouping placement
Writers' Workshop Writing Model-Explicit writing instruction using the Units of Writing model designed by Lucy Calkins K-6
Readers' Workshop Model- Use of the CIA Model in Grades 4-6
Increase student discourse and teacher questioning through our "Improving Literacy Through Science" initiative

Leadership, Shared Responsibility, and Professional Collaboration

Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration
(Focus on improving core instruction and tiered interventions systems using a variety of data)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>Monitoring implementation and school progress (School leaders are actively engaged in monitoring implementation of turnaround efforts, use this information to prioritize initiatives and strategies, communicate progress and challenges and seek input from staff, and continuously and systematically monitor progress).</p> <p>Use of time for professional development and collaboration (The schedule includes adequate time for professional development opportunities and collaboration for most teachers. There is a process in place for evaluating the schedule based on collected data to maximize opportunities for teacher professional development and ensure it helps all educators continually improve their practice [e.g., targeted coaching, peer observations] and collaboration time).</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>To support these best practices at Tatnuck Magnet, the ILT will:</p> <ul style="list-style-type: none">-Formally monitor student achievement every six-weeks (bi-weekly progress monitoring)-Deliberately design flexible tiered instructional model-Deliberately select research based practices and resources-Oversee the Tier 2 and Tier 3 data collection and use process to revise, refine, and inform response to students' needs-Monitor effective and efficient literacy block structure and routines-Monitor Intervention and Enrichment Structure-Identify and Monitor implementation of Progress Monitoring tools to track student progress-Identify School Professional Development needs based on multiple data points and teacher input-Monitor core instructional practices-Review writing across grade levels to ensure effective instruction, use of writing rubric and use of student self-monitoring checklist

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Implement Balanced Literacy Block Structure (Lesson Plans, Formal, Informal Observations); Identify students based on skill specific needs for ELA BLOCK 2 Group participation, Implement Master Intervention and Enrichment Schedule; Implementation evidence of Master Schedule, ELA BLOCK 2 Group Schedule, and Grade Level Schedule; Implementation of Data Meeting Master Schedule; Routinely Administer Progress Monitoring tools and Analyze Data to Readjust Groups; Professional Development attendance log; Analysis of MCAS, MAP, Foundations, BAS, DIBELS, Wilson, Exit Slips, Math Assessments, and Formative Assessments to determine Professional Development Focus; Implementation of bell to bell instructional schedule</p>	<p>Data Source: Participation in daily uninterrupted 2-Hour Literacy Block; Participation in skill-specific ELA BLOCK 2 Groups based on individual student data; Results of student progress monitoring data, formative assessments and summative assessments</p>

Intentional Practices for Improving Instruction

Employing intentional practices for improving teacher-specific and student-responsive instruction

(Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)

Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)	<p>Instructional expectations (Specific or precise expectations for high-quality instruction are communicated and understood by most staff, monitored by school leaders, and consistently implemented by most teachers).</p> <p>Instructional Schedule (Instructional schedules are developed in collaboration with teachers and ensure that instructional support staff are coordinated and aligned across grade levels and content areas to provide students with differentiated access to high-quality core instruction. There is an effective process in place for evaluating the schedule based on collected data related to the quality of instruction and student needs across grade levels and content areas).</p> <p>Identifying and addressing student academic needs (Formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, professional learning communities), and protocols are consistently used to address individual students' academic needs by: (1) using data, (2) identifying actions to address student learning needs, and (3) regularly communicating action steps among all staff and teams to build and sustain a professional culture of learning).</p>
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	<p>To support these best practices at Tatnuck Magnet, the ILT will:</p> <ul style="list-style-type: none">-Research research-based instructional strategies-Commit efforts to the Tatnuck Instructional Focus-Monitor implementation of Units of Study-Writing and CIA Units in Reading-Monitor implementation of EnVision-Monitor implementation of HQTL and SEI strategies in classrooms-Monitor science discourse in K-3 classrooms-Create and monitor overall master school schedule-Create and monitor overall grade level schedule-Create year-long 6-week Data Meeting schedule-Maximize use of instructional support staff to optimize student learning-Monitor training needs of instructional staff and instructional support staff-Routinely collaborate to discuss, plan and monitor student needs and supports-Provide follow-up PD throughout the year to ensure that teachers are well-assisted in knowing and being able to engage students in the Units of Study-reading and writing instructional models, Discourse/Student Talk, in using math manipulatives, models, diagrams and problem solving skill set to promote students' deeper understanding of math concepts.

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Implementation of research-based practices across content areas; Implementation of Units of Study-Writing, CIA Units of Study & Book clubs and Envision Math; Provide focused professional development; Provide focused agenda for common planning time (PLCs); Provide feedback for student writing; Utilize Progress monitoring Data and Unit Assessments</p>	<p>Data Source: Increase performance on all literacy assessments; Increase mastery of targeted sub-skill deficiencies; appropriately placed students in ELA BLOCK 2 groups; Evidence of students utilizing research-based strategies taught in core and tier instruction</p>

Providing Student-Specific Supports and Instruction to All Students

Providing student-specific supports and interventions informed by data and the identification of student-specific needs
 (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students)

<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>General Academic Interventions and Enrichments (All students experience research- based academic interventions appropriate for their specific needs. These best practices and enrichment opportunities are implemented systematically during regularly scheduled school time and for all core content areas through a robust tiered system of support).</p> <p>Determining Schoolwide Student Supports -Academic Interventions and Enrichment (Student learning and academic performance is regularly reviewed (at least once a month) throughout the school year, using a wide array of ongoing assessments to identify student-specific and schoolwide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year).</p> <p>Multi-tiered System of Support-Academic and Nonacademic (Leaders and teachers actively use established systems with criteria and protocols for identifying students for interventions and enrichment. This system meets all of the following conditions: (1) staff members follow consistent rules and procedures when identifying students in need of additional assistance; (2) a team of appropriate staff and stakeholders makes decisions about needed interventions and supports; and (3) staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports).</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>To support these best practices at Tatnuck Magnet, the ILT will: -Ensure student needs are appropriately matched with research-based practices during tiered instruction -Ensure flexible tiered instructional groupings occur in a six-week cycle -Ensure progress monitoring is administered bi-weekly -Establish intervention protocols -Analyze student performance data regarding progress toward goals to strengthen Tier 1, Tier II, and Tier III instruction</p>

School Performance Indicators and Data Sources

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Implementation of research-based intervention practices; Use of assigned intervention tool used for each round; Progress monitoring data and use of data; Data meetings; Round Groupings; Instructional schedule</p>	<p>Data Source: Participation in flexible tiered groups of instruction using research-based intervention practices identified by individual student subskill deficiencies and abilities; Individual student progress monitoring data, BAS and formative assessment data; Increase achievement in area of sub-skill deficiency and grade level expectations</p>

A Safe, Respectful, and Collegial Climate for Teachers and Students

<p><i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)</p>	
<p>Prioritized Best Practices or Strategies (Include differentiation to ensure access for targeted student populations)</p>	<p>Adult-Student Relationships (Structures (e.g., structured advisories, mentor programs) are in place to support relationships among students and adults and deliver social-emotional supports. These supports are monitored actively to determine whether they are meeting the needs of the school).</p> <p>Family and Community Engagement (The school makes family and community engagement a priority and all of the following five conditions are met: (1) One or more staff members coordinate family and community engagement activities; (2) regular social events are planned throughout the year to engage families and community members; (3) regular activities are planned throughout the year to engage families and community members in planning for and collaborating in the implementation of academic and nonacademic supports; (4) staff members routinely reach out to families to communicate information about their children’s progress and needs; and (5) communications with families are made available in multiple languages, as needed).</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>To support these best practices at Tatnuck Magnet, the ILT will: -Engage families using the Academic Parent-Teacher Team (APTT) workshops to drive student learning and performance - Implement plan to introduce foundational grade-level skills for parent meetings -Effectively share data with families to establish student academic goals in the home -Use family engagement as an instructional model -Use behavior referrals to measure effectiveness of implementation of check and connect model</p>
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Tools and strategies used for measuring APTT effectiveness; Agenda and Invitations for APTT workshops; Translator and Interpretation requests; Increase parent-teacher interaction regarding academic goals; Common and consistent self-regulation language across grade levels; Parent letters from interventionists highlighting at-home strategies to increase achievement</p>	<p>Data Source: Decrease in student office referrals; Increase in math basic skills data and other foundational grade-level skills implemented in APTT; Observe common and consistent self-regulation language and strategies across grade levels</p>

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Tatnuck Magnet School	Erin P. Dobson	9/17-6/18

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	ELA: Increase Grade 3-6 ELA teacher expertise in teaching CIA Units of Study and Book Club and Close Reading Strategies	ELA Teachers Grade 3-6	Based on MCAS 2.0 and MAP data, explicit instruction is needed in: *Making inferences *Citing evidence *Drawing conclusions *Determining and analyzing central ideas or themes *Summarizing key details and ideas *Analyzing characters and events over time in a text *Analyzing structure in a text *Assessing how point of view and purpose shapes the content and style of a text
2	MATH: Increase 4-6 Math Teacher expertise in using manipulatives, models, diagrams and problem solving skill set to promote students' deeper understanding of math concepts	Math Teachers 3-6	Based on MCAS 2.0 and MAP data, explicit instruction is needed in: *Operations and algebraic thinking *Numbers and operations in fractions *Geometry
3	Science: Increase student discourse and teacher questioning through our "Improving Literacy Through Science" initiative.	Teachers K-2	The purpose of this goal is to build teacher's capacity by strengthening their discourse/talk moves and questioning in the classroom. Student engagement in discussions about text results in improved reading comprehension, higher level thinking skills and increased literacy motivation. Research also suggests that student discourse can have a positive impact on literacy development.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	The ELA PLC teachers will increase their knowledge by reading and using the collaboration cycle to share the strategies within the CIA Units of Study and Book Club materials. They will also collaborate how to intentionally use close reading strategies outlined in Notice and Note. Finally, the ILT will produce a document to be used as a guide for teachers in Grades K-6 based on common words and phrases used in the state frameworks and on MCAS 2.0.	
2	The Math PLC team will analyze standards, use of manipulatives, and formative assessments to monitor student learning growth.	
3	K-2 teachers will participate in monthly grade level meetings in the district and bi-monthly meetings in-house to design protocols and lessons to strengthen discourse moves to increase student talk and engagement discussions. The discussions are intended to improve reading comprehension, higher level thinking skills and increased literacy motivation among K-2 students.	

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	CIA Resources; PLC Meetings; Notice and Note resources; ILT Meetings; State Frameworks; Book Club Books	
2	State Standards; Math Liaison; PLC Meetings; ILT Meetings; Formative Assessments; Math Manipulatives; Math Games; Envision Resources; Common Math Language as seen in State Frameworks and on MCAS 2.0	
3	Science Liaison; Grade Level meetings; Cross-school meetings; Discourse Rubric; Science Units; Suggested Talk Moves; Question Stems; Research-based Articles	

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		
3		