SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2016 - 2017

Delivering on High Expectations and Outstanding Results for All Students

Tatnuck Magnet

School

Erin P. Dobson, Ed. D

Principal or Administrator

Maureen Binienda

Superintendent

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
Dr. Erin P. Dobson	Principal	Sept: 14, 28
Dr. Caryn McCrohon	AP	Oct: 19
Mrs. Megan Bourget	FIC	Nov: 2, 16, 30
Mrs. Gina Papazian	Kindergarten Teacher	Dec: 14
Mrs. Tracy Erickson	Grade 1 Teacher	Jan: 4, 18
Mrs. Kay	Grade 2 Teacher	Feb: 1, 15
Mrs. Christine Lloyd	Grade 5 Teacher	Mar: 1, 15, 29
		Apr: 12, 26
		May: 10, 24
		June: 7

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - Tatnuck

Organization Information			
District:	Worcester (03480000)	**School type:**	Elementary School
School:	Tatnuck (03480230)	**Grades served:**	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	
Level 2	**Not meeting gap narrowing goals**
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	29 (Lowest performing — Highest performing)

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)

Student Group (Click group to view subgroup data)	On Target = 75 or higher (Less progress — More progress)		View Detailed 2016 Data
All students		62	Did Not Meet Target
High needs		74	Did Not Meet Target
Econ. Disadvantaged			-
ELL and Former ELL		59	Did Not Meet Target
Students w/disabilities		55	Did Not Meet Target
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black		71	Did Not Meet Target
Hispanic/Latino		60	Did Not Meet Target
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White		56	Did Not Meet Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	**Evidence**
Eighty-six percent of former ELL students and fifty-eight percent of African American/Black students scored proficient or higher on English Language Arts based on MCAS Data.	2016 MCAS Accountability Report
Economically Disadvantaged, High-Needs, African American/Black, Asian, White, Males and Females and Former ELL students received CPI scores of 75 or higher on MCAS ELA	2016 MCAS Accountability Report
Former ELL, Asian, Female and White students received CPI scores of 75 or higher in MCAS Math	2016 MCAS Accountability Report
Grades 1-6, 67% of our students scored at or above grade level on the BAS; 55% of Students in Grades 3-6 had a SGP of 50% or higher based on MAP ELA; 77% of Grade 1 students met DIBELS BOY benchmark	BAS Data; MAP Data; DIBELS Data
Areas of Concern	
Concern	**Evidence**
Grade 4 students had a combined SGP of 16%	2016 MCAS Accountability Report
Twenty-eight percent of ELL students scored proficient or higher in math. Thirty percent of ELL students scored proficient or higher in ELA.	2016 MCAS Accountability Report
Ten percent of students with disabilities scored proficient or higher in math and ELA.	2016 MCAS Accountability Report
Thirty-four percent of Kindergarten students scored at or above benchmark on BOY DIBELS.	DIBELS Data
Thirty-six percent of the aggregate scored significantly below the 40th percentile in MAP ELA in the Fall 2016.	MAP Data

IV. Action Plan

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)	
Prioritized Best Practices or Strategies .	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). 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).
Instructional Leadership Team Implementation	To support these best practices at Tatnuck Magnet, the ILT will: -Formally monitor student achievement every six-weeks (formative and summative weekly) -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 -Develop effective and efficient literacy block structure and routines -Develop 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 -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**
Data Source:	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; Pilot Engage New York; Professional Development attendance log; Analysis of MCAS, MAP, Fundations, BAS, DIBELS, Just Words, Exit Slips, Math Assessments, and Formative Assessments to determine Professional Development Focus; Implementation of bell to bell instructional schedule	Participate in Daily uninterrupted 2-Hour Literacy Block; Participate in skill-specific ELA BLOCK 2 Groups based on individual student data; Results of student progress monitoring data and summative assessments

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 .	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). 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). 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).
Instructional Leadership Team Implementation	To support these best practices at Tatnuck Magnet, the ILT will: -Research research-based instructional strategies -Create and message the new Tatnuck Instructional Focus Statement -Monitor implementation of Units of Study-Writing -Monitor pilot of Units of Study-Reading and EngageNY -Monitor implementation of HQTL and SEI strategies in classrooms -Monitor roll-out of new science standards -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 enact the Units of Study-writing instructional model and specific practices associated with the model as stated in the Turn Practices in Action Report

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Implementation of research-based practices across content areas; Implementation of Units of Study-Writing, Units of Study-Reading and EngageNY; Provide feedback through announced and unannounced observations targeting indicators from evaluation rubric; Monitor end of unit assessments aligned to standards; Provide focused professional development; Provide focused agenda for common planning time; Provide feedback for student writing; Utilize classroom walls as learning tool; Evidence of use of Continuum; Administer running records, BAS, Formative Assessments, Writing Samples across genres, Progress monitoring Data (DIBELS, Fundations assessments, Exit Slips, etc.), Unit Assessments	Data Source: CPI targets will be met; Increase performance on all literacy assessments; Increase mastery of targeted sub-skill deficiencies; Students are appropriately placed in ELA BLOCK 2 groups; Evidence of students utilizing research-based strategies taught in core and tier instruction

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)	
Prioritized Best Practices or Strategies .	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). 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). 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).
Instructional Leadership Team Implementation	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

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Implementation of research-based intervention practices; Use of assigned intervention tool used for each round; Progress monitoring data; Data meetings; Create Round Groupings; Adherence to instructional schedule and look-fors	Data Source: Participation in flexible tiered groups of instruction using research-based intervention practices identified by individual student sub-skill deficiencies and abilities; Individual student progress monitoring data, BAS and formative assessment data; Increased achievement in area of sub-skill deficiency

A Safe, Respectful, and Collegial Climate for Teachers and Students *Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers* (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)	
Prioritized Best Practices or Strategies	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). 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).
Instructional Leadership Team Implementation	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 Michelle Garcia ELA Block 2er's social skills curricula
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
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	**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 across grade levels

V. 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, Ed. D**	**August 2016-June 2017**

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Increase K-6 ELA teacher expertise in teaching Lucy Calkins' Units of Study(UoS) writing strategies	K-6 ELA Teachers	Based on a lack of universal writing system across grade levels, the UoS by Lucy Calkins has been rolled out with fidelity this 2016-17 school year. Sources of evidence for the need of a formal writing program were found in student writer's notebooks, open-response and short answer responses, analysis of student writing by genre and across content areas, and observation of student writing stamina K-6.
2	Increase 4-6 Math Teacher expertise in teaching grade appropriate math fluency skills and math standards to	4-6 Math Teachers	Based on low student growth percentiles in Grade 4 math MCAS (2015-2106) and the lack of fact fluency seen across assessments; MAP data routinely shows that 4-6 students make a year's growth but no catch-up growth.
6	Increase teacher understanding and use of SEI strategies across content areas with a focus on science lessons	Pre-K-6 Teachers	Based on data analysis on the 2015-16 school year, a correlation was found between student achievement on classroom assessments and student achievement on MCAS in the ELL Sub-group. Sources of Evidence are found in Formative Assessment Data, Summative Assessment Data, MCAS results, Lab Reports, & Exit Slips

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Six-hour professional development in Units of Study-Writing by Teachers College Staff; Began to establish common planning time protocol for Units of Study-Writing Focus	Collaboration Cycle: 1. Grade level teams will collaboratively plan Units of Study lessons 2. Regular review and calibration of authentic student work using the Writing Progressions assessment tools; 3. Utilize program resources to deliver professional development in an effort to deepen understanding of practice 4. Review of school-wide data from formal, informal and peer observations to determine next steps.
2	Analyze school and district MCAS data, analyze 2015/2016 MAP Data (Fall, Winter, Spring) and 2016/2017 MAP data (Fall); Created plan and resources for initial APTT meeting with parents	Collaboration Cycle: 1. Plan lessons using state frameworks; 2. Review student math assessments and classwork; 3. Research use of Engage NY, Go Math and other resources and appropriately match standards to lessons; 4. Review data to determine effectiveness of teaching and next steps.
3	Analyze school and district MCAS data in Science; Analyze Grade 5 unit tests for Physical Science and Earth Science (especially States of Matter and the Water Cycle); Identify and collect factors/variables involved with data (e.g. accommodations, schedule, class size).	Collaboration Cycle: 1. Plan lessons using SEI strategies & smart card, and Open-Response Question strategies; 2. Regular review of authentic student work; Bi-weekly Open Response Questions with cold and instructional-write; Unit Exams 3. Research effective SEI strategies that are effective across content areas; 4. Examine formative data to determine effectiveness and next steps.

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Units of Study-Writing (all classrooms) Units of Study-Writing Electronic Resources Teachers College Professional Development Well provisioned classrooms (writing materials, student checklists, rubrics, anchor materials)	Use of computer as writing tool for Grades 3 and 4 to prepare for state-wide testing
2	Engage NY Curriculum APTT Model and resources Common Unit Assessments Open Response Feedback RTI Model Afterschool Resources	Establish math RTI plan for Grades 4 and 5; Provide afterschool math opportunities for Grade 5 students; Monitor APTT roll-out
3	MCAS data; State Frameworks WPS Scope and Sequence SEI Smart Card DESE ELL Resources	Review schedule to seek opportunities for increased science time for Grade 5 students (current 70-minute block)

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	Routinely look deeply at student writing against grade level rubric and checklist to determine mid-course teaching corrections and mid-course professional development corrections	TBD
2	Routinely look at common assessments, common open response problems and student work to measure growth, determine mid-course corrections and determine mid-course professional development corrections	TBD
3	Routinely look at classroom assessments and SEI strategies used to determine mid-course corrections	TBD