Delivering on High Expectations and Outstanding Results for All Students

Tatnuck Magnet School's Plan to Improve Student Outcomes

This Plan to Improve Student Outcomes defines the school's mission, vision, and key strategies for the school year. This plan is aligned to the Worcester Public School Coherence Framework and is organized around the four core practices of Leadership Practices, Positive Climate and Culture, Specific Student Supports, and Intentional Instruction.

Tatnuck Magnet School's North Star

A school's North Star is the school's mission and vision to equip all students with the skills, competencies, and mindsets needed to be successful. It is grounded in data, stakeholder engagement, and vision for graduates of the school.

The vision of Tatnuck Magnet School is to prepare all students who enter our learning community with the skills, experiences, and knowledge to advance to the next level of their education through intentional and rigorous instruction. The students will demonstrate proficiency within a data-driven, standards-based curriculum.

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School growth planning is an essential part of continuous school improvement. Setting expectations and strategically working to advance the school's North Star vision is what can lead to change for the better. This Plan to Improve Student Outcomes lays out the school's intentions for the strategies it will use, actions they will take and the anticipated outcomes. The school's instructional leadership team leads the work.

School Instructional Leadership Team Members			
Name	**Position**	**Name**	**Position**
Dr. Erin P. Dobson	Principal	Ms. Amanda Murphy	Grade 3 Teacher
Mrs. Jessica Joyce	Administrator Intern	Ms. Elizabeth Campbell	Grade 4 Teacher
Mrs. Holly Davis	Focus Instructional Coach	Mrs. Sarah Olson Cummins	Grade 5 Teacher
Ms. Erin Miner	Kindergarten Teacher	Ms. Nina Vecchio	Grade 6 Teacher
Mrs. Tracey Erickson	Grade 1 Teacher	Ms. Eileen Collins	ESL Teacher
Mrs. Nancy O'Rourke	Grade 2 Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	**Dates**	**Month**	**Dates**
September	09/23/22	February	02/06/23
October	10/21/22	March	03/03/23, 03/17/23, 03/31/23
November	11/14/22, 11/28/22	April	04/28/23
December	12/12/22	May	05/12/23, 05/26/23
January	01/06/23, 01/20/23	June	06/09/23

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The school priority goal is the focus that drives the improvement work during the school year. It is based on a review of data from the priori school. The following pages contain plans for each core practice that when implemented, should lead to improvements associated with the priority goal.

School Priority Goal(s) for School Year 2022-2023

Tatnuck Magnet staff will improve the quality and delivery of standards based, rigorous and intentional instruction to all learners, with an emphasis on those students who scored in the partially meeting category across data sources and content areas. By June 2023, a minimum of fifty percent of students in Grades 4-6 who scored in the Partially Meeting category for MCAS will achieve meeting or exceeding expectations on the 2023 MCAS. We will track these students monthly using progress monitoring tools, formative assessments, and through the core and small group instruction in an effort to close the achievement gap.

- *We will incorporate daily formative assessment practices across content areas.*
- *We will routinely analyze data (Formative Assessment Data, MCAS, STAR, BAS, Writing, Progress Monitoring) to drive our core and small group instruction.*
- *We will continue to embed WIDA 2020 standards and necessary scaffolds for our high needs students.*
- *We will refine the MLE Co-Teaching model to support our multilingual learners.*

Key Data and Rationale for Priority Goal(s)

MCAS DATA
ELA
(Grades 3-8) 56% partially meeting expectations
3rd Grade: 22% met or exceeded, 14% did not meet expectations, 65% partially meeting
4th: 24% met or exceeded, 10% did not meet, 66% partially meeting
5th: 31% met, 0% exceeded, 19% did not meet, 50% partially meeting
6th: 51% met or exceeded, 5% did not meet, 44% partially meeting
(2022) 32% met or exceeded, 12% did not meet expectations

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(2019) 43% met or exceeded, 8% did not meet expectations

MATH:
(Grades 3-8) Math 54% partially meeting expectations
3rd: 14% met or exceeded expectations, 35% did not meet, 51% partially meeting
4th: 24% met or exceeded, 24% did not meet, 51% partially meeting
5th: 15% met, 0% exceeded, 31% didn't not meet, 54% partially meeting
6th: 35% met or exceeded, 2% did not meet, 63% partially meeting
(2022) 35% met or exceeded, 25% did not meet expectations
(2019) 62% met or exceeded, 13% not meeting expectations

Subgroups:
ELA:
Non-Low Income: 47% in grades 3-6 scored meeting or exceeding
Low Income: 22% in grades 3-6 scored meeting or exceeding
MATH:
Non-Low Income: 26% in grades 3-6 scored meeting or exceeding
Low Income: 18% in grades 3-6 scored meeting or exceeding

ELA:
Non-MLs: 37% in grades 3-6 scored meeting or exceeding
MLs: 3% in grades 3-6 scored meeting or exceeding
MATH:
Non-MLs: 24% in grades 3-6 scored meeting or exceeding
MLs: 6% in grades 3-6 scored meeting or exceeding

ELA:
Non-Disabled: 37% in grades 3-6 scored meeting or exceeding
SPED: 8% in grades 3-6 scored meeting or exceeding
MATH:
Non-Disabled: 25% in grades 3-6 scored meeting or exceeding
SPED: 5% in grades 3-6 scored meeting or exceeding

Race/Ethnicity:
ELA
Hispanic/Latino: 22% in grades 3-6 scored meeting or exceeding

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African American: 29% in grades 3-6 scored meeting or exceeding
Asian: 36% in grades 3-6 scored meeting or exceeding
Multi-race: 40% in grades 3-6 scored meeting or exceeding
White: 38% in grades 3-6 scored meeting or exceeding

Race/Ethnicity:
Math
Hispanic/Latino:17 % in grades 3-6 scored meeting or exceeding
African American: 19% in grades 3-6 scored meeting or exceeding
Asian: 45% in grades 3-6 scored meeting or exceeding
Multi-race: 30% in grades 3-6 scored meeting or exceeding
White: 20 % in grades 3-6 scored meeting or exceeding

ACCESS DATA
1% met the bridging/reaching category in writing
19% met the bridging/reaching in reading
0% met the bridging/reaching in literacy

After review of 2022 MCAS data, continued distributive leadership across content areas and grade levels is essential in the success of teacher development, expertise and student outcomes. In an effort to disseminate individual instructional strengths across grade levels, staff who demonstrate expertise in a subject matter will facilitate professional development opportunities, Professional Learning Community (PLC) meetings, and take part in Instructional Leadership Team (ILT) meetings.

MCAS data indicates that the majority of our students are not in the meeting or exceeding category. Fifty-six percent of students in ELA and fifty-four in Math are partially meeting expectations. There is a unique opportunity to move these students into meeting and/or exceeding curriculum expectations.

ACCESS testing data indicates a gap in writing performance for our ML students. Professional development in the Co-Teaching model and writing instruction will be a focus during PLC time.   Through strategies and actions listed below, our goal is to continue to close the achievement gap.

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LEADERSHIP PRACTICES
The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Our Vision for Leadership Practices
Our leadership team creates inclusive and collaborative support with the focus of helping students and staff to be successful. The leadership team has a distributed leadership model through PLCs and professional development workshops where all staff have the opportunity to facilitate meetings. School teams will use data to support students' academic and social emotional needs.

Aspiration for 2022-2023 School Year	Strategies for Leadership Practices
Continue to have structured teams that will meet regularly and use research-based practices, current data, goal setting and formative assessments that result in planned actions to support all students.	*Create agendas and gather notes that reflect meeting schedules, protocols, action steps, and next steps.* *Design the schedule for Rounds, RTI, PD and PLCs* *Use Formative Assessments to focus on student performance*

Measures of Success and Desired Outcomes
- Agenda set to reflect minutes, schedule, clear expectations, and next steps. *- ILT members report back to their grade levels and collaborate towards goals.* *- Meetings reflect goals and expectations* *- Distribution of responsibilities* *- Collaboration with ILT*

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POSITIVE CLIMATE AND CULTURE
The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Our Vision for a Positive Climate and Culture

Our school's climate and culture is designed to fully support the cognitive, social & interpersonal, and emotional development of all students with the goal of each student gaining the capacity and competencies necessary to engage their full self in the learning environment.

Aspiration for 2022-2023 School Year	Strategies for Positive Climate and Culture
By doubling the caregiver conference time, celebrating students' positive achievements, and supporting family and student engagement efforts through the development of stronger home-school relationships we will strengthen student outcomes.	*Increased student sense of belonging and connection with an adult in the building* *Reduced absenteeism* *Reduced disciplinary actions (suspensions, referrals)* *Increased number of parents and families engaging with the school through events, programs, and committees*

Measures of Success and Desired Outcomes

-Increased student sense of belonging and connection with an adult in the building
-Reduced absenteeism
-Reduced disciplinary actions (suspensions, referrals)
-Increased number of parents and families engaging with the school through events, programs, and committees

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STUDENT SPECIFIC SUPPORTS
The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.

Our Vision for Student Specific Supports
We will continue our intensive small group instruction through RTI which identifies students in need of academic, social emotional, and other areas for support through a team structure. We will implement the district protocols and provide timely support to students as they need it so all are supported.

Aspiration for 2022-2023 School Year	Strategies for Student Specific Supports
We will continue to focus on our RTI system for identifying students' needs.	*Progress monitoring* *Formative Assessments* *Cumulative Assessments*

Measures of Success and Desired Outcomes
-Progress monitoring *-Formative Assessments* *-Cumulative Assessments*

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INTENTIONAL INSTRUCTION
The school employs intentional practices for improving teacher-specific and student-responsive instruction.

Our Vision for Intentional Instruction

We will continue to focus on improving instructional practices by designing a clear map of a guaranteed and viable curriculum focusing on the implementation of measures to capture student understanding and outcomes while monitoring instructional practices and sharing best practices with each other.

Aspiration for 2022-2023 School Year	Strategies for Intentional Instruction
Create an observational tool to provide better instructional feedback for instructional rounds. Teachers will design and reference curriculum maps that align with standards and scope and sequence.	*Curriculum Maps* *Formative Assessments* *Common Assessments* *Feedback Tool*

Measures of Success and Desired Outcomes

- *Administrative team will create schedule for every six weeks data meeting*
- *Teachers will collect and use data to identify sub-skill deficiency and focused individual/group goal*
- *Administrative team will use data spreadsheet to track the identified students' weekly progress*
- *Teachers will create flexible groups*
- *Administrative team will use walk-through protocol and data to inform feedback and next steps*
- *Students will show improvement in identified areas*
- *Students will be able to apply academic knowledge independently*
- *Teachers will create formative assessment measures aligned with standards*
- *Teachers will link formative assessments to curriculum maps*
- *Teachers will create shared drive for various formative assessments*
- *Teachers will create common formative assessments when appropriate*
- *Administrative team will analyze formative assessment data*
- *Administrative team will provide feedback that supports student learning*
- *Teachers will look at student work*
- *Administrative team will monitor student data*

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-Teachers will collaborate and refine assessments and their practice
-Teachers will create lessons using Ellevation strategies

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Notification

As part of the planning process, Worcester Public Schools considers the coordination and integration of federal, state and local services and programs. In addition:
- Elementary schools should also reference the transition plans for assisting preschool children in transitioning to the school-wide program plans; and
- Secondary schools should also reference transition plans for assisting grade 7 and 9 students in transitioning to the new school.

Coordination and Integration of Funds

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

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

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

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

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

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

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Worcester Public School Transition Plan for Assisting Preschool Children (Elementary only)

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

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

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

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

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

2022-2023 School Growth Plan to Improve Student Outcomes