

SCHOOL ACCOUNTABILITY PLAN

**Worcester Public Schools
2019 - 2020**



**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 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.

Worcester Public School Transition Plan for Assisting Preschool Children

Worcester Public Schools 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.

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, 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: 13, 27
Caryn McCrohon	Assistant Principal	Oct: 10, 31
Megan Bourget	FIC	Nov: 14, 21
Eileen Collins	ESL	Dec: 5, 19
Jill Hurley	TMSN	Jan: 9, 23
Jessica Joyce	Grade 6	Feb: 6, 27
Sarah Olson	Grade 5	Mar: 13, 27
Stephanie Boothe	Grade 4	Apr: 9, 30
Erin Gray	Grade 1	May: 14, 28
Terry Pelletier	TMSN	June: 11
Jennifer Farrington	Grade 6	
Jack Coyne	Grade 6	

I. Massachusetts Department of Elementary and Secondary Education Accountability Data

FINISH MORE

2019 Official Accountability Report - Tatnuck

Organization Information	
DISTRICT NAME Worcester (03480000)	TITLE I STATUS Title I School
SCHOOL Tatnuck (03480230)	GRADES SERVED PK,K,01,02,03,04,05,06
REGION West/Central	FEDERAL DESIGNATION -

Accountability Information

Overall classification Not requiring assistance or intervention
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Reason for classification Substantial progress toward targets

Progress toward improvement targets	Accountability percentile
62% - Substantial progress toward targets	51

II. Student Attendance

Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	96.4	6.1	20.6	6.5	20.6
Female	96.6	5.7	19.1	7.6	19.1
Male	96.2	6.5	22.3	5.3	22.3
Economically Disadvantaged	95.9	6.9	25.0	8.5	25.0
High Needs	96.3	6.3	21.8	7.3	21.8
LEP English language learner	95.7	7.1	30.1	9.8	30.1
Students with disabilities	95.0	8.5	26.4	13.9	26.4
African American/Black	97.9	3.6	7.1	2.0	7.1
Asian	98.2	3.2	8.0	4.0	8.0
Hispanic or Latino	94.9	8.4	34.7	14.4	34.7
Multi-race, non-Hispanic or Latino	96.5	6.0	22.2	0.0	22.2
Native Hawaiian or Pacific Islander					
White	96.2	6.5	20.6	4.7	20.6

II. Student Retention 2018-19

Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	316	6	1.9	7.5	3.5	0.0	0.0	0.0	0.0						
Female	161	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Male	155	6	3.9	12.9	6.9	0.0	0.0	0.0	0.0						
Economically Disadvantaged	149	4	2.7	6.9	7.1	0.0	0.0	0.0	0.0						
High Needs	234	5	2.1	7.0	4.5	0.0	0.0	0.0	0.0						
LEP English language learner	85	4	4.7	12.5	8.0	0.0	0.0	0.0	0.0						
Students with disabilities	43	3	7.0	14.3	22.2	0.0	0.0	0.0							
African American/Black	69	0	0.0	0.0	0.0	0.0	0.0	0.0	0.0						
Asian	23	0	0.0												
Hispanic or Latino	80	3	3.8	11.1	6.3	0.0	0.0	0.0	0.0						
Multi-race, non-Hispanic or Latino	15	0	0.0												
Native Hawaiian or Pacific Islander	1														
White	128	3	2.3	8.7	4.3	0.0	0.0	0.0	0.0						

III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

	<i>Areas of Strength</i>	
<i>Accountability Indicator</i>	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Grade 6 overall performance in ELA and Math was higher in comparison to the state's overall performance. Compared to the state, Grade 4 scored better on essay writing, Grade 5 on narrative writing and Grade 6 on most topics/test types. Physical Science is a strength for Grade 5 students.	Edwin MCAS Data (IT401)
Growth (ELA, Math, Science)	Grade 6 growth distribution across all aggregates is significantly above 50%.	Edwin
Discipline	Student behavior is more positive in the mornings. The total number of discipline infractions decreased between October 2018 and October 2019 at Tatnuck. When disaggregated by location, the majority of our office referral infractions declined during recess periods.	SAGE-Discipline Summary
Chronic Absenteeism and Attendance	There is routine home-school communication to identify a plan to improve attendance for those families struggling to bring children to school daily. The Fresh Start program is an effective intervention for families of students who have been chronically absent.	Notes Sage
	<i>Areas of Focus</i>	
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	Overall, boys are not scoring as high as girls are on the MCAS. In ELA across grade levels, Tatnuck students did not score as well as the state in Essay Writing or answering questions on standards R102 and R103. In Math across grade levels and in Grade 5 Science, Tatnuck students struggled to perform as well as the state on	Edwin MCAS Data (IT401)

	<p>Constructed Response (CR) types of questions. The percentage of boys meeting or exceeding expectations in Grade 3 is half the percentage of girls meeting or exceeding. In Grade 4, none or 0% of our Economically Disadvantaged, African Americans and Hispanic Latino students exceeded expectations.</p>	
Growth (ELA, Math, Science)	<p>Grades 4 and 5 growth distribution across all aggregates is below 50%. Growth among boys is lower than growth among girls across grades.</p>	Edwin
Discipline	<p>When disaggregated by location, the majority of our office referral infractions occur in the classroom. Boys are the primary offenders who receive office referrals.</p>	SAGE-Discipline Summary
Chronic Absenteeism and Attendance	<p>Increase attendance initiatives to provide excitement about school and raise attendance overall rates.</p>	Sage Notes

IV. Action Plan

Leadership, Shared Responsibility, and Professional Collaboration <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
Prioritized Best Practices or Strategies (Include targeted support to strengthen PLC practices and ensure access for all student populations)	<ol style="list-style-type: none"> 1. 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). 2. 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 (Explain how ILT members implement and measure school-wide strategies.)	To support these best practices at Tatnuck Magnet, the ILT will: -Schedule formal monitoring of 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.
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
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, STARR, Phonics, BAS, Wilson, Exit Slips, Math Assessments, and Formative Assessments to determine Professional Development Focus; Implementation of bell to bell instructional schedule	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

IV. B. Action Plan

Intentional Practices for Improving Instruction <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (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 targeted support to ensure access for all student populations including EL and students with disabilities)	<ol style="list-style-type: none"> 1. 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). 2. 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). 3. Identifying and addressing student academic needs (Formal teaming and collaboration strategies, processes (e.g., instructional leadership team, collaborative planning, and professional learning communities). 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 (Explain how ILT members implement and measure school-wide strategies.)	<p>To support these best practices at Tatnuck Magnet, the ILT will: -Research research-based instructional strategies. Commit efforts to the Tatnuck Instructional Focus by Monitor implementation of Units of Study-Writing, SRSD 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 and create yearlong 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.</p>

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p>Data Source: Implementation of research-based practices across content areas; Implementation of Units of Study-Writing, SRSD, CIA Units of Study and 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>

IV. C. Action Plan

Providing Student-Specific Supports and Instruction to All Students <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (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). (Specifically address students not meeting targets)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations including lowest 25%)	<ol style="list-style-type: none"> 1. 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). 2. Determining School wide 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 school wide emerging needs. Students are reassigned to interventions, enrichment, and supports, as needed, throughout the school year). 3. 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 (Explain how ILT members implement and measure school-wide strategies.)	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 biweekly -Establish intervention protocols -Analyze student performance data regarding progress toward goals to strengthen Tier 1, Tier II, and Tier III instruction
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
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 and use of data; Data meetings; Round Groupings; Instructional schedule	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

IV. D. Action Plan

A Safe, Respectful, and Collegial Climate for Teachers, Students and Families <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a welcoming school through 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 (Include practices that target new and incoming students)	<ol style="list-style-type: none"> 1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations. 2. Principal’s weekly communication to staff 3. 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). 4. 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 (Explain how ILT members implement and measure school-wide strategies.)	To support these best practices at Tatnuck Magnet, the ILT will: -work with WSU to 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 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.

What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?

ADULT IMPLEMENTATION 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; Review the Epstein Model and the MAPP model to identify parts of models that can support school efforts in reaching more families; Participate in Trauma/Resilience Training

STUDENT RESULTS INDICATOR

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

IV.E. Action Plan

Reducing Chronic Absenteeism <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
Prioritized Best Practices or Strategies (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> 1. Check daily attendance in SAGE and make phone call for two consecutive days absent. 2. Meet monthly with school attendance team to review chronic absenteeism plan interventions and plan acknowledgement and quarterly celebrations for good attendance. 3. Identify quarterly good attendance celebrations: Certificate in Report Card, Attendance Rally
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	To support these best practices at Tatnuck Magnet, the ILT will: Ensure a safe and happy learning environment for students. Engage students by creating goals and monthly celebrations that promote good attendance. Increase home-school communication regarding attendance
What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?	
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
Data Source: Welcoming and engaging school atmosphere; Daily attendance reports run daily; Phone log for parent communication regarding attendance	Data Source: Increased attendance

V. Worcester Public Schools Professional Learning Plan

Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Tatnuck Magnet	Erin P. Dobson	September 2019- June 2020

Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	<p>ELA: In an effort to contribute to the overall achievement of the goals in the Strategic Plan for Education in Worcester:</p> <p>Tatnuck faculty will Increase K-3 literacy opportunities and effectiveness to ensure an increase in students meeting/exceeding expectations through expanding teacher expertise in using the Fountas and Pinnell classroom systems.</p>	<p>Create school-wide Core Values Statement</p> <p>PLC</p> <p>RTI</p> <p>Data meetings</p>
2	<p>MATH: In an effort to contribute to the overall achievement of the goals in the Strategic Plan for Education in Worcester:</p> <p>Tatnuck faculty will increase K-6 Math Teacher expertise in using manipulatives, models, diagrams and problem solving skill set to promote students' deeper understanding of Math concepts.</p>	<p>Tuesday PLCs Grades 3-6</p> <p>RTI</p> <p>Roll out Math facts in a flash K-6</p> <p>Tangy Teachers Roll Out/PD</p> <p>Data Meetings</p>
3	<p>In an effort to contribute to the overall achievement of the goals in the Strategic Plan for Education in Worcester: Tatnuck faculty will increase understanding of how to engage boys in core instruction while providing them increased positive experiences while in school</p>	<p>Resilience training</p> <p>Disaggregation of MCAS data and discipline data and define next steps</p> <p>Structure better opportunities to establish positive relationships with our boys</p> <p>Data Meetings</p>