School Acceleration and Accountability Action Plan

Worcester Public Schools
2021 - 2022

Delivering on High Expectations and Outstanding Results for All Students

Tatnuck Magnet School
School

Erin P. Dobson, Ed. D.
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 (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.
Welcome to the 2022 school year! This planning and progress monitoring document should aid you in articulating the evidence-derived strategies and activities your school team will execute this coming school year. The School Acceleration and Accountability Action Plan is your school’s primary plan for improvement and should include all key strategies and actions that you will be using and monitoring over the course of the school year. This document is designed to capture your best strategic thinking but should also be practical and useful as you evaluate the success of your efforts throughout the school year.

School plans are one of the most important activities you do. Setting expectations and working to advance your vision is an essential part of strategically and intentionally changing for the better. Managing for change has to be an intentionally planned activity otherwise day-to-day tasks and business will consume your time. The first section of this plan is where you indicate who will be part of your ILT and when you will meet. Putting these structures in place at the beginning of the year makes it more likely that you will meet together at the dedicated times to carry out the important work of reviewing data, reflecting on practice and progress, and making any necessary adjustments to keep your school moving in a direction that you believe will ultimately lead to different (and better) outcomes.

The expectations you set in this planning document should be reflected in the actions you take. Your ILT or a smaller leadership team should dedicate one of your monthly meetings to engage in a Plan-Do-Study-Act (PDSA) cycle. On a quarterly basis your ILT should engage in a more robust PDSA cycle that results in either continuing on with planned actions or engaging in revised actions. This is all in service to ensuring that you are making progress toward the goals that you set. The district team hopes to create opportunities at quarterly gatherings/convenings for school leadership to reflect and discuss your experience executing your plan to that point in the year, receive guidance and peer support, and/or modify your plan as needed.

Lastly, the actions you propose should build upon the turnaround and acceleration practices and the coherence framework, and align with school and district goals. Your ongoing improvement during the school year should feel aligned and connected, and supported by leadership and teaming structures that are designed to align your work, rather than implementing disparate or separate activities. For instance, when designing your plan consider incorporating actions from the DESE Acceleration Roadmap into each or all of the Turnaround Practices, as actions that you will implement and monitor throughout the year. The Acceleration Roadmap calls out fostering a sense of belonging and partnership among students and families. This may be a strategy/best practice you select for turnaround practice #4. The Roadmap also calls out continuously monitoring students’ understanding so you may have something about using formative assessment to measure progress on certain standards that students may be instructed on. The general tenets of the Acceleration Roadmap are mindsets of moving forward versus being remediation focused, using data to identify specific student needs, and aligning your tier 1 instruction to tier 2 and 3 supports. Click here to access the DESE resource.
## School Instructional Leadership Team

<table>
<thead>
<tr>
<th>Name of ILT Member</th>
<th>Position</th>
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<tbody>
<tr>
<td>Erin P. Dobson, Ed. D.</td>
<td>Principal</td>
</tr>
<tr>
<td>Caryn McCrohon, Ed.D.</td>
<td>Assistant Principal</td>
</tr>
<tr>
<td>Megan Bourget</td>
<td>FIC</td>
</tr>
<tr>
<td>Nina Vecchio</td>
<td>Grade 6 Teacher</td>
</tr>
<tr>
<td>Sarah Olson</td>
<td>Grade 5 Teacher</td>
</tr>
<tr>
<td>Jessica Joyce</td>
<td>Grade 6 Teacher</td>
</tr>
<tr>
<td>Eileen Collins</td>
<td>ESL</td>
</tr>
<tr>
<td>Maura Coyne</td>
<td>Grade 2</td>
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<table>
<thead>
<tr>
<th>Month</th>
<th>ILT Meeting Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sept</td>
<td>16, 17, 23, 28</td>
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<tr>
<td>Oct</td>
<td>15, 29</td>
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<tr>
<td>Nov</td>
<td>12, 26</td>
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<tr>
<td>Dec</td>
<td>10</td>
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<tr>
<td>Jan</td>
<td>7, 21</td>
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<tr>
<td>Feb</td>
<td>4, 18</td>
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<tr>
<td>Mar</td>
<td>4, 18</td>
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<tr>
<td>Apr</td>
<td>1, 15</td>
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<tr>
<td>May</td>
<td>6, 20</td>
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<tr>
<td>June</td>
<td>3</td>
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</table>
## Turnaround Practice #1: Leadership, shared responsibility, and professional collaboration

The school has established a community of practice through leadership, shared responsibility for all students, and professional collaboration.

### Strategic Objective and/or Area for Improvement
- Strengthen shared responsibility through the collective discussion and a common sense of urgency and ownership for the success of all students at data meetings and grade level and cross-grade level meetings
- Monitor implementation of improvement efforts through data collection process across content areas

<table>
<thead>
<tr>
<th>Strategies or Best Practices</th>
<th>Key activities and actions (specific and timebound)</th>
<th>Target group or population</th>
<th>Implementation resources, barriers, PD, R&amp;D, partners that may influence/support your efforts.</th>
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</thead>
</table>
| **Six week rotation of data meetings** | -Meetings pre-planned every 6-weeks from Sept-June  
- Meeting Team Structure includes Grade Level Teachers, ESL Teachers, SPED Teachers and Interventionists  
- Collecting and charting data  
- Weekly Progress Monitoring | Class Teachers  
ELL Teachers  
Interventions  
SPED Teachers  
FIC Administrators | **Implementation resources**  
-Benchmark, progress monitoring, and formative assessment data  
**Professional Development/R&D**  
-Benchmark, LLI, Observation Survey, Writing, and Math Assessment |
| **Goal Setting for Data Meetings** | -Prioritize, set, review, and revise incremental goals | Class Teachers  
ELL Teachers  
Interventions  
SPED Teachers  
FIC Administrators | **Implementation resources**  
-Benchmark, progress monitoring, and formative assessment data  
-MTSS Map  
-Data Meetings |
| **Weekly Progress Monitoring** | -Review instructional strategies and the impact on student learning and make mid-course corrections. | Class Teachers  
ELL Teachers  
Interventions  
SPED Teachers  
FIC Administrators | **Implementation resources**  
-Data Meetings  
-MTSS Map |
# Turnaround Practice #2: Intentional practices for improving instruction

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

## Strategic Objective and/or Area for Improvement
- Strengthen use of writing scaffolds & supports for EL, SPED students and high needs students
- Strengthen Core Instruction by providing staff with strong professional development opportunities throughout the year

## Strategies or Best Practices

<table>
<thead>
<tr>
<th>Strategies or Best Practices</th>
<th>Key activities and actions (specific and timebound)</th>
<th>Target group or population</th>
<th>Implementation resources, barriers, PD, R&amp;D, partners that may influence/support your efforts.</th>
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</table>
| Provide Professional Development so all teachers are fully familiar with the curriculum and share common interpretations with each other in terms of content, pacing and progressions | -Coach teachers to understand essential learning success indicators, supports and interventions, and evidence of student learning to improve instructional practices  
-Ensure staff is familiar and up-to-date with pacing guides  
-Calibrate scoring for student writing  
-Co-Planning between ELL and classroom Teachers | -Classroom Teachers  
-ELL Teachers  
-Interventionists | Implementation Resources and R&D  
-ThinkSRSD (online course)  
-Lucy Calkins Units of writing PD  
-Tang Math Teaching Guide, Activities  
-WIDA 2020  
-SEI SmartCard  
-F & P Classroom and Intervention Resources  

Professional Development  
-SRSD PD and Course  
-LLI PD  
-Standards-based Math PD  
-Co-Teaching ELL Weekly PD  
-WPS Multilingual Education Coaches PD  

Partners that may Influence Efforts  
-Multilingual Office/Coaches  
-ThinkSRSD (online course)  
-Greg Tang, Jr.
Provide opportunities for teachers to talk with each other about the impact of their teaching based on evidence of student progress and how to maximize their impact with all students.

- Provide Instructional Rounds opportunities
- Provide consistent opportunities to discuss individual student data
- Identify interventions for struggling students
- Discuss strategies to enrich learning for students that are proficient
- Analysis of performance and formative assessment tasks
- Provide time for grade level and cross grade level meetings

<table>
<thead>
<tr>
<th>Classroom Teachers</th>
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</thead>
<tbody>
<tr>
<td>- ELL Teachers Interventionist</td>
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</tbody>
</table>

Implementation Resources and R&D
- Schedule of data meetings
- Assessments and data collection sources
- Schedule of Instruction Rounds
- MTSS Map of interventions and enrichment for all students across grade levels
- Faculty Meeting Agenda and Work Samples

Strengthen the use of the walkthrough tool work with a focus on ELL Students and Students with Disabilities

- Provide consistent opportunities to discuss walkthrough data as administration team
- Identify interventions for struggling students and how we can strengthen our PD to support that work
- Provide time to discuss the walkthrough data with grade level and cross grade teams

<table>
<thead>
<tr>
<th>Administration</th>
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</thead>
<tbody>
<tr>
<td>- Classroom Teachers</td>
</tr>
<tr>
<td>- ELL and SPED Teachers</td>
</tr>
</tbody>
</table>

- Walkthrough Tool
- PLC Meetings
- Administration Meetings
# Turnaround Practice #3: Student-specific supports and instruction to all students

The school is able to provide student-specific supports and interventions informed by data and the identification of student-specific needs.

## Strategic Objective and/or Area for Improvement
- Strengthen Instruction used in MTSS through Professional Development Opportunities throughout the year
- Strengthen communication between interventionists and classroom teachers
- Strengthen communication between interventionists and parents

## Strategies or Best Practices

<table>
<thead>
<tr>
<th>Multi-tiered System of Support</th>
<th>Key activities and actions (specific and timebound)</th>
<th>Target group or population</th>
<th>Implementation resources, barriers, PD, R&amp;D, partners that may influence/support your efforts.</th>
</tr>
</thead>
</table>
| - Evidenced-based teaching at each Tier | -School uses established systems with criteria and protocols for identifying students for interventions and enrichment  
-Staff members follow consistent rules and procedures when identifying students in need of additional assistance  
-A team of appropriate staff and stakeholders makes decisions about needed interventions and supports  
-Staff members follow consistent rules and procedures when monitoring the delivery and effectiveness of interventions and supports  
-Staff uses a 6-week MTSS cycle.  
-A data and collaboration cycle are used to implement and monitor student progress and readjust groups as needed.  
-Progress Monitoring is captured once a week for students with the greatest needs and monthly for students on target.  
-Data points are shared at each data cycle to determine next steps for each student. | All students | Implementation resources  
-Research-based intervention strategies and curriculum  
-Data collection tools |
## Turnaround Practice #4: School culture and climate

A safe, orderly, and respectful environment for students and a collegial and collaborative culture among teachers.

### Strategic Objective and/or Area for Improvement
- Strengthen opportunities for students to have a voice in their learning experiences ie Boys in Grades 4-6
- Routinely survey boys in Grades 3-6 to better understand why their performance on assessments is significantly lower than females
- Re-establish the “I” in Kind program

### Strategies or Best Practices

<table>
<thead>
<tr>
<th>Targeted and effective social-emotional supports and expanded learning opportunities</th>
</tr>
</thead>
<tbody>
<tr>
<td>-School Adjustment Counselor (SAC) and School Psychologist hold individual, small group, and whole class social skills lessons using research-based practices</td>
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<tr>
<td>-ITSS meetings are held in an effort to support the academic and social emotional needs of individual students</td>
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<tr>
<td>-Individual behavior charts</td>
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<tr>
<td>-Teachers, SEL staff and administrators participate in check and connects, the development of behavior plans, utilize system supports and make outside referrals to wrap around students in need as needed</td>
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<tr>
<td>-Development of 504 Plans as needed for behavioral accommodations</td>
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<table>
<thead>
<tr>
<th>Key activities and actions (specific and timebound)</th>
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<tbody>
<tr>
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<th>Implementation resources, barriers, PD, R&amp;D, partners that may influence/support your efforts.</th>
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<tbody>
<tr>
<td>-Implementation resources</td>
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<tr>
<td>-Full-time SAC</td>
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<tr>
<td>-Second Step and Brainwise</td>
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<table>
<thead>
<tr>
<th>Identification of grade levels, small groups, and individual students that will benefit from SEL support</th>
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<tr>
<th>Barriers</th>
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<tbody>
<tr>
<td>-In need of a full-time School Psychologist. Currently, only at Tatnuck two days per week.</td>
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