SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2016 - 2017

Delivering on High Expectations and Outstanding Results for All Students

West Tatnuck

School

Steven Soldi

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
Steven Soldi	Principal	Sept: 15, 29
Jennifer Finnerty	Grade 3 Teacher/Asst. Principal	Oct: 13, 27
Ellen Moynihan	Instructional Coach	Nov: 3, 17
Nancy Goldstein	Grade 6 Teacher	Dec: 15
Mary Beth Lynch	Grade 1 Teacher	Jan: 12, 26
Dan Hayes	Grade 5 Teacher	Feb: 16
Courtney Hastings	Grade 4 Teacher	Mar: 16, 30
Regina Allen-Davis	Grade 4 Teacher	Apr: 27
Kathy Palumbo	Grade 3 Teacher	May: 11
Amanda Taylor	Grade 2 Teacher	June 1

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 Accountability Data - West Tatnuck

Organization Information			
District:	Worcester (03480000)	**School type:**	Elementary School
School:	West Tatnuck (03480260)	**Grades served:**	PK,K,01,02,03,04,05,06
Region:	Commissioner's Districts	**Title I status:**	Non-Title I School (NT)

Accountability Information	About the Data
Accountability and Assistance Level	
Level 1	**Meeting gap narrowing goals** **Commended for high achievement -high progress -**
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	92 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	100	Met Target
High needs	100	Met Target
Econ. Disadvantaged		-
ELL and Former ELL	100	Met Target
Students w/disabilities		-
Amer. Ind. or Alaska Nat.		-
Asian		-
Afr. Amer./Black		-
Hispanic/Latino		-
Multi-race, Non-Hisp./Lat.		-
Nat. Haw. or Pacif. Isl.		-
White	100	Met Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	**Evidence**
1) A high percentage of students taking the Standard MCAS Test scored proficient and/or advanced on the 2016 Math MCAS	• 95% of our 3rd grade students' 2016 MCAS Math test scores were in the proficient and/or advanced (240+) performance level • 88% of our 5th grade students' 2016 MCAS Math test scores were in the proficient and/or advanced (240+) performance level • 85% of our 4th grade students' 2016 MCAS Math test scores were in the proficient and/or advanced (240+) performance level • 83% of our 6th grade students' 2016 MCAS Math test scores were in the proficient and/or advanced (240+) performance level • 77.3% of our 5th grade students' scored 3's or 4's on the 2016 Math MCAS Open-Response Assessment
2) A high percentage of students taking the Standard MCAS Test scored proficient and/or advanced on the 2016 ELA MCAS	• 96% of our 6th grade students' 2016 ELA MCAS test scores were in the proficient and/or advanced (240+) performance level • 94% of our 5th grade students' 2016 ELA MCAS test scores were in the proficient and/or advanced (240+) performance level • 87% of our 3rd grade students' 2016 ELA MCAS test scores were in the proficient and/or advanced (240+) performance level • 75% of our 6th grade students' scored 3's or 4's on the 2016 ELA MCAS Open-Response Assessment
3) West Tatnuck's overall school performance relative to other schools of the same type throughout the Commonwealth of Massachusetts ranks in the top 92%.	• West Tatnuck designated as a Level 1 School and received a special commendation from DESE for five of the last six years (2011, 2012, 2013, 2014, 2016) for narrowing proficiency gaps and/or high progress • 16 students scored a perfect score of 280 on the 2016 MCAS test • Math SGP (Student Growth Percentile) went up 13.5% from 2015 to 2016, 61.5% to 75.0%, in the 2016 MCAS showing overall high growth status for our students • ELA SGP went up 7% from 2015 to 2016, 58% to 65%, in the 2016 MCAS showing overall high growth status for our students

Areas of Concern	
Concern	**Evidence**
1) A need to focus on our Science Curriculum Content with more labs and informational text to raise student achievement and increase the percentage of our 5th grade students in the proficient and/or advanced category on the Science MCAS Test	• 64% of our 5th grade students' 2016 MCAS Science test scores were in the proficient or above (240+) performance level. Our goal for the 2016-17 school year is to increase this to 70%. •
2) Lack of science discovery lab experiences for students in grades PK through grade 6.	• Our ILT surveyed Grade Level Teachers to link New Science Standards with current Houghton Mifflin Science Kits and found poor alignment of materials needed to implement lab experiences for students in grades PK through grade 6.
3) Lack of science content rich informational text that goes beyond the textbook and involves the use of technology to give more visual experiences.	• Our ILT surveyed Grade Level Teachers to discover that the use of content rich web sites such as the following were not being used across all grade levels: News ELA, Science News for Students, National Geographic's, and Science World.

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 .	**West Tatnuck teachers will work with grade level colleagues to develop science centers, implement labs/science activities, and develop science informational content from specific electronic mediums to challenge students in the 8 habits of mind for science practice/effective teaching instruction.**
Instructional Leadership Team Implementation	**During the school year, the ILT members will visit the new science center in PreK and K to collaborate with Early Childhood Teachers and visit classrooms to ensure alignment to new Science Curriculum Standards are being implemented. The ILT will develop a grade level document to monitor quarterly how the grade level scope and sequence is being implemented throughout all grade levels, K-6.**
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Implement Science Common Core Frameworks, use science leveled readers and teacher created materials for informational text, grade level teachers implement science labs/activities, Principal & Coach implements 6th grade Science Ambassadors Program with colleges, ILT and grade level meetings to monitor progress for science scope & sequence implementation, primary grades will develop new science room for science inquiry and disvovery.	**Data Source:** Science Response Journals, formative assessment of students' lab experiences, student-teacher discourse to ensure the use of science academic vocabulary is a focus, student lab reports for grades 5 & 6, students competing in Science Fair, students being assessed on scientific process, PreK and K students participating in new science discovery lab, and 6th grade students participation in science exploratory labs with the College of the Holy Cross, WPI, and Clark University.

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	**West Tatnuck teachers will analyze and critique "best practice instruction" through a continuous professional development process of videotaping lessons and viewing the lessons with colleagues.**
Instructional Leadership Team Implementation	**West Tatnuck's ILT will review and revise the "West Tatnuck School Instructional Strategies- A Guide for Reading, Writing, and Responding" document and implement the new changes across all grade levels.**
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Teachers will have a lesson videotaped and conduct a briefing analysis of instructional practice through the use of a written feedback response form from colleagues. Implement Standards for Language & Literacy, entry and exit slips, anecdotal notes/records, teacher feedback sheet for open-ended responses, teacher-student conferences, progress monitoring at grade level meetings to report findings, analyze new data monthly, revise plans, and enrich vocabulary with implementation of Greek/Latin word roots.	**Data Source:** Increase student vocabulary through connected approach, use authentic cold writing prompts (monthly), develop instructional writing prompts (monthly), assess students' process thinking through oral presentations and Elmo demonstrations, and assess students writing response journals.

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	**Re-alignment of our resources monthly to respond to student's instructional needs in ELA and Mathematics. This includes, our SPED instructional assistant support for our Tier 2/3 students, our small group booster groups in grades one and two for reading, our ESL (push-in) strategic support, and our classroom teachers scaffolding lessons to students' differentiated needs.**
Instructional Leadership Team Implementation	**Our ILT will review and monitor these school-wide processes noted above with regards to the effects that our interventions and assessments are having on our Tier 2/3 students through monthly charting of progress.**
School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: ILT meetings, monthly charts to monitor progress, lesson plan review, coach-teacher meetings, principal-teacher meetings, grade level meetings, and data review meetings, teacher tracking logs, math unit assessments, collaborative authentic writing review meetings.	Data Source: Student-teacher conferences, specific written feedback to students, BAS assessments, MAP assessments, DIBELS monitoring,

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 .	**Teachers create a safe physical, challenging, academic environment so all students, regardless of abilities, take risks with their learning by being able to present their work and thinking daily without feeling pressure from classmates. In addition, students are encouraged to engage in productive struggle, which builds self-esteem and self-efficacy.**
Instructional Leadership Team Implementation	**The school leadership focuses on instruction and meeting the needs of all learners through purposeful development of professional capacity. The ILT team provides professional capacity through meaningful professional development and collaboration to focus on students' daily growth across all grade levels through daily "on the spot" formative assessment.**

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: ILT meetings, grade level meetings, review and implement building procedures to ensure an orderly and safe school environment, all students and staff engage in a high level of discourse both inside and outside of the classroom as teachers and principal know all of the students.	**Data Source: Low incidence of behavioral referrals, students take academic risks in classrooms, students demonstrate a high level of interaction with classmates and teacher throughout lessons, students constantly present their thinking process in class via reading response logs, oral and written presentations/explanations, teacher-student conferences, small group work/presentations, multi-media presentations.**

V. Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	**West Tatnuck School**	**Steven Soldi**	**Sept 2016-June 2017**

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Using data to inform instruction for science	Grade level teachers PK-6	Initiating the use of Moodle Science lessons/experiments/ activities & implement science labs across grade levels
2	Developing reflection into teaching practices	Grade level teachers PK-6	Videotape classroom lessons to analyze and promote best instructional practices across all grade levels
3	Making sense of math concepts through reasoning	Grade level teachers K-6	Students use of high yield routines that lead to high scores on Math Unit Assessments and reviewing student authentic math processes during problem solving

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Teachers are meeting with science liaison, instructional coach, and principal to review science content and monitor curriculum application across all grade levels	Implement in weekly lesson plans and review student outcomes at meetings
2	Teachers are meeting with ELA colleagues (PLC), instructional coach, and principal to read, discuss, and review strategic ways outlined in the book, "Read, Write, and Lead" to supplement instruction and content into our ELA literacy program	Implement in weekly lesson plans and review student outcomes at meetings
3	Teachers are meeting with Math colleagues, instructional coach, and principal to discuss how to implement more conceptual mathematics thinking and reasoning into our math curriculum to promote our students' capacity to become higher level math thinkers and problem solvers.	Teachers received new reference books, "Common Core Math Companion", "High Yield Routines", and "Practices for Orchestrating Productive Mathematics Discussions"

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Science centers are under development: magnets, cardboard, and ramps have been acquired. Moodle site created by WPS is being accessed by teachers for science content.	Develop an Excel data base to all West Tatnuck parents to reach out for assistance to acquire resources to conduct science labs
2	Grade level novels purchased to increase high leveled ELA authentic literacy	Lessons with essential questions are being developed
3	Teachers received new reference books, "Common Core Math Companion", "High Yield Routines", and "Practices for Orchestrating Productive Mathematics Discussions"	Lessons with increased variety of complex math problems are being developed

4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1	On target: PreK and K teachers have visited Mill Swan STEAM room, meetings are ongoing.	Teachers are in the planning stages for developing their exploratory labs and resource materials are being accumulated
2	On target: ELA resources either have been purchased or in the process and ELA colleagues (PLC) are meeting regularly	Planning and Implementation stages are underway
3	On target: Math teachers are meeting with principal and instructional coach to read, discuss, and implement NCTM based rich content & complex math problems that involve higher level thinking	Planning and Implementation stages are underway