Delivering on High Expectations and Outstanding Results for All Students

Goddard School of Science and Technology 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.

Goddard School of Science and Technology 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.

As a united faculty, we seek to provide a consistent and rigorous learning environment which prepares our students for their futures. We encourage students to persevere, demonstrate independence and exhibit problem solving skills in all areas. As educators, we strive to ensure our students become effective communicators in varying domains (reading, writing, speaking) who develop critical thinking skills to solve real world issues that may be faced both in school and their community environment. As defined in our Core Values, we share our commitment to model collaborative approaches, empathy, tolerance and understanding of differences.

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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**
Erica Zwicker	Kindergarten Teacher	Colleen Murray	Instructional Coach
Erin White	Grade One Teacher	Kara Scichilone	Assistant Principal
Karla Adorno	Grade Two Teacher	Karrie Allen	Principal
Rebecca Spadafore	Grade Three Teacher		
Jaimie Poske	Grade Four Teacher		
Erin Severens	Grade Five Teacher		
Beth Slater	Grade Six Teacher		
Jenna Gusha	ESL Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	**Dates**	**Month**	**Dates**
September		February	7,14
October	11, 25	March	14,28
November	8,22	April	
December	6,20	May	
January	10,31	June	
		Summer Planning Session	*if applicable*

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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

- Meet proficiency levels to match District outcomes in both Reading and Math as measured by District and State assessments
- Increase percentage of MLs who meet annual goals to 60% or higher as defined by ACCESS
- Create systems of school level teaming practices to ensure fidelity to Goddard's 2022-2023 Instructional Priority

Key Data and Rationale for Priority Goal(s)

Review of overall outcomes note the need to increase student achievement to District levels

Need to increase rigor of instruction for all students with defined targets including ML's and students with special needs

Define content/concepts/skills demanded by curriculum, district and State measures in order to align instruction and assessment practices during the school year

Students defined as "on-the cusp" of proficiency requires a focus on the rigor of instruction and assessment practices

The length of assessments , item type(s), standards, language and technology skills students must have in order to be prepared for challenging assessments/tasks, requires a focus on rigor of instruction and assessment practices

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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
To create high functioning, effective teams where collaborative efforts increase student achievement: The following teams will be created: Instructional Leadership Team: All grade level representation and ESL representation with school wide communication systems to be created Grade Level Meetings: Each week, administration and Instructional Coach meet with grade level teams to focus on Instructional Priority ESL Team: New membership has resulted in new model of job embedded professional development with District level ESL coach Special Education Team: Continued emphasis on building an effective model of inclusionary and pull-out support Novice/New Teacher Professional Development: New staff members meet 1x week with Instructional Coach to ensure guided support Leadership Practices/Teams will focus on our Instructional Priority for 2022-2023 2022-2023 School Year Instructional Priority Improve Consistency & Rigor of Instruction through a Data-Driven Approach to Improvement: Four Key Principles: Assessment/Analysis/Action/Culture

Aspiration for 2022-2023 School Year	Strategies for Leadership Practices
2022-2023 School Year Instructional Priority: Improve Consistency & Rigor of Instruction through a Data-Driven Approach to Improvement: Four Key Principles: Assessment/Analysis/Action/Culture A. Create a system of teams where use of data is a central focus in Four Key Principles: (assessment/analysis/action/culture) to improve the rigor of instruction	Strategy 1: Build common language & understanding of Goddard's Instructional Priority through creation of an effective ILT Strategy 2a: Build common language & understanding of Goddard's Instructional Priority through creation of effective grade level and department teams

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B. Develop and nurture a common language for Goddard's data-driven approach to improvement C. Create both horizontal and vertical teaming systems to ensure consistent communication of Goddard's 2022-2023 Instructional Priority D. Provide novice educators support systems (teams) through a focused professional development model E. Maintain TNT (Targeted Network Team) to address a positive learning environment/climate	Strategy 2b: Provide additional support through Novice Teacher/New Teacher professional development to promote high quality instruction based on Turnaround practices. Strategy 3: Maintain TNT (Targeted Network Team) to monitor and assess Positive Climate and Culture

Measures of Success and Desired Outcomes

- Read & review of Driven by Data (Bambrick-Santoyo) & other relevant literature to identify best practices for Goddard's Data-Driven Approach to Improvement
- Establish best practices/protocols for analysis of school wide data and looking-at-student-work to assess progress
- Creation of grade level data "visuals" to track grade level/student progress
- Active monitoring of student progress on both Interim Assessments (STAR, District Common Assessments, Topic Assessments, BAS, Edcite Reading Assessments, SRSD) and progress monitoring systems ("quick checks", running records, WW rubrics, goal setting through WIDA can-do descriptors)
- Define back-mapping protocols to improve rigor of instruction based on rigor of assessments through lesson plan development, review & implementation
- Development of weekly professional development model targeted toward novice teachers
- Weekly meetings with case study approach to review attendance patterns and discipline data

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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

We seek to create a school environment where teaching & learning remains a priority through established communication avenues of expectations for students, faculty and families.

Aspiration for 2022-2023 School Year	Strategies for Positive Climate and Culture
We seek to create a school environment where teaching & learning remains a priority through established communication avenues of expectations for students, faculty and families.	- Continued implementation of TNT methods (Targeted Network Team) to monitor student attendance & expectations - Explicit instruction and celebration of Goddard's Core Values, consistent implementation of Goddard's rubric & systems of PBIS - Increase engagement and communication with parents/guardians through Site Council & monthly curriculum events

Measures of Success and Desired Outcomes

- Detailed agendas with data collection of attendance patterns & rates of infractions
- Collection and analysis of attendance patterns, rates of infractions
- Attendance at meetings/feedback from families

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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

Our long term vision is to better prepare our students for the rigorous assessments required to demonstrate progress and grade level mastery. To do so, we want to increase instructional rigor in all content areas, in order for our students to learn (and demonstrate) their understanding(s).

We will do this through:

Building common language, understanding and implementation of Goddard's Instructional Priority:
(2022-2023 School Year Instructional Priority: Improve Consistency & Rigor of Instruction through a Data-Driven Approach to Improvement: Four Key Principles: Assessment/Analysis/Action/Culture)

This instructional priority requires us to:
1. Create concrete "visuals" of student/class/grade level progress to ensure progress monitoring of all learners/all contents
2. Analyze elements of rigorous assessments & outcomes students must attain to demonstrate progress
3. Define a back-mapping strategy to identify instructional strategies that prepare students to participate in such rigorous assessments
4. Identify structures/resources/systems that support interventions needed

Aspiration for 2022-2023 School Year	Strategies for Student Specific Supports
Create concrete "visuals" of student/class/grade level progress to ensure progress monitoring of all learners/all contents Analyze elements of rigorous assessments & outcomes students must attain to demonstrate progress	• Grade level and department teams will create concrete "visuals" of student/class/grade level progress to ensure student progress is monitored with adjustment to practice/supports as needed • Analyze elements of rigorous assessments & outcomes students must attain to demonstrate progress. Implement back-mapping

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Define a back-mapping strategy to identify instructional strategies that prepare students to participate in such rigorous assessments Identify structures/resources/systems that support interventions needed	strategies to identify instructional strategies (lessons) that prepare students to participate in such rigorous assessments ● Based on student outcomes of both formative and summative outcomes, Identify structures/resources/systems to support interventions needed

Measures of Success and Desired Outcomes

- Data "visuals" will provide immediate outcomes of student progress and will ensure progress monitoring is ongoing on both formative and summative/interim assessments
- Protocols to analyze upcoming/advanced assessments including the skills students need (language, technology, item type understanding). Lesson plans will ensure increased rigor in instruction to prepare students
- Outcomes of assessments (formative and summative/interim) will provide essential information: Data "visuals" will provide tracking and progress monitoring of all students

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

Our Vision for Intentional Instruction

Our vision for Intentional Instruction Practices is to increase the rigor of instruction to better prepare our students for the vigorous assessments taken at each grade level and to prepare our students for college/career readiness options.   We will accomplish this through a series of steps:

1. Create a Data-Driven School wide Culture where a deep collaborative effort results in interdependent and joint responsibility for student results
2. Define & Implement data driven protocols to assess & analyze student outcomes on both formative and summative/interim assessments
   (Assessment, Analysis, Action, Culture)
3. Increase rigor of instruction through back-mapping protocols (looking at the end, first)
4. Develop and monitor clear, rigorous instructional practices and shared expectations across Goddard in the following domains:
   .   The Rigor of Standards: Monitoring teaching & learning of grade level standards and standards "packed" within
   A.   The Rigor of Language: Monitoring teaching & learning of content vocabulary, sentence & phrase structures & consistent terminology as defined by the Frameworks
   B.   The Rigor of Technology: Monitoring teaching & learning of tools & skills students need to successfully navigate content curriculum
   C.   The Rigor of Item Types: Monitoring teaching & learning of varying types of assessment formats with building of students' perseverance and stamina

Aspiration for 2022-2023 School Year	Strategies for Intentional Instruction
Develop and monitor schoolwide instructional practices that increase the rigor of instruction which in turn, will increase student achievement as demonstrated on a variance of assessments.	Strategy 1: Create a Data-Driven School wide Culture where a deep collaborative effort results in interdependent and joint responsibility for student results through:

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	Define & Implement data driven protocols to assess & analyze student outcomes on both formative and summative/interim assessments
	(Assessment, Analysis, Action, Culture)
	Strategy 2: Develop and monitor clear, rigorous instructional practices and shared expectations across Goddard in the following domains: Standards/Language/Technology/Item Types
	Strategy 3: Create systems of feedback to ensure support/guidance of school wide rigorous instructional practices.

Measures of Success and Desired Outcomes

- ILT feedback/survey to staff
- Grade Level Meeting/note taking & agendas
- Department Meetings/note taking & agendas
- Review Grade Level "visuals" to track & monitor student progress
- Discuss/review student outcomes on targeted assessments
- Use of rubrics (Writer's Workshop, MCAS, WIDA)
- Defining best practices in (4) domains to provide consistency at Goddard
- Observations/classroom visits/walk throughs
- Use of rubrics (Writer's Workshop, MCAS, WIDA)
- Sharing of Lesson Plans (grade level and department meetings)
- Sharing of Student Work (grade level and department meetings)

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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.