



Delivering on High Expectations and Outstanding Results for All Students

Thorndyke Road 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.



Thorndyke Road 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.

At Thorndyke Road school we strive to create a community of learners where each member feels a sense of belonging. We believe that relationships are at the core of our work, as learning only occurs when trusting relationships are present. To achieve this, the adult community serves as models for our students. We will work as a team to accomplish our goals- building trust within the adult community and ensuring that we are moving in the same direction through focused, targeted school goals that require the commitment of all. We will hold ourselves accountable and to a high standard because that is what we expect of our students so they can be afforded the most equitable educational opportunity possible during their time at Thorndyke Road School.

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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
Christopher Dodge	Principal		
Colleen Dyer	Vice Principal		
Elizabeth Bombard	Focused Instructional Coach		
Brooke Arnold	Grade 2 Teacher		
Julie Leduc	Grade 3 Teacher		
Teresa Rivera	Grade 5 Math/STE Teacher		
Karen Kalinowski	Special Education Teacher		
Petra Kristie	P.E. Teacher		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September		February	
October	19th	March	1st
November	2nd	April	12th
December	21st	May	17th
January	25th	June	7th

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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 prior 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

- By the end of the 2022-2023 school year, all students at Thorndyke Road School will have an identified trusted adult as measured by the relationship mapping tool and student surveys.
- Through focus on instructional clarity, all students at Thorndyke Road School will make measurable growth in literacy as measured by multiple formative and summative assessments.

Key Data and Rationale for Priority Goal(s)

Based on MCAS data-

-only 36% of all students scored in Meeting or Exceeding Expectations in ELA

-64% of all students scored in Partially Meeting or Not Meeting Expectations

-GRADE 3

Grade 3: School % Possible Points: 10% in Essay Writing- idea development

16% in Write a story describing what might happen next in the passage

23% Essay Writing- conventions

28% R.PK-12.9 Write a paragraph that compares an important point presented in both the story and the passage, using important details from both texts. – CR

31% R.PK-12.9 Determine and compare the authors' purposes for writing in the story and in the passage-SR

Grade 4: School % Possible Points: 33% Essay Writing idea development-ES

34% R.PK-12.5 Identify the importance of a section in the story-SR

36% Write a narrative that describes what will most likely happen next in the story-ES

Grade 5: School % Possible Points: 31% Essay Writing idea development-ES

37% Write an essay that explains the feelings of individuals in a passage and an article. Use information from the passage and the article as evidence. - ES

Grade 6: School % Possible Points: 27% R.PK-12.8 Determine how the author supports a specific claim in an article-SR

27% Determine the effect of a particular sentence structure in a portion of an article-SR

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26% Essay Writing idea development-ES

Rationale:

The focus of our priorities will be in Literacy. A root cause analysis shows a common trend among all grades 3-6 is a low % in idea development in the essay or constructed response portion of the MCAS.

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LEADERSHIP PRACTICES	
<i>The school has established a community of practice through leadership, shared responsibility, and professional collaboration.</i>	
Our Vision for Leadership Practices	
<i>Thorndyke Road School will develop diverse, well represented leadership structures/teams and provide all stakeholders with a voice in school level decision making</i>	
Aspiration for 2022-2023 School Year	Strategies for Leadership Practices
Thorndyke Road School will have various school-based teams that meet regularly to review and/or provide input into school goals and priorities.	<ul style="list-style-type: none"> • Development of the 2022-2023 Growth Plan based on current school data and in line with district priorities. • Engage diverse teacher teams (vertical and horizontal) in an inquiry-based cycle of improvement using protocols that focus on lesson/unit planning, review of student work samples and other formative assessment data, and adjustment to practice in response to student data. • Create school-based teams to support school goals, utilizing staff feedback and interest while ensuring balanced composition that represents the school community.
Measures of Success and Desired Outcomes	
School Growth Plan 90 Day review and revisions End of year summary and goals for 2023-2024 PLC agendas and minutes to reflect meeting goals that are aligned with school goals identified in the School Growth Plan Team agendas and minutes (to include self-assessments and action plans) that are aligned with the School Growth Plan.	

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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

At Thorndyke Road, we believe that staff and students' sense of belonging is a critical condition for academic success. Staff and students who feel a sense of belonging "feel socially connected, supported, and respected." They trust their teachers and their peers, and they "feel a sense of fit at school" due to efforts at the school level to promote a safe and supportive learning environment. In order to engage with students as authentic partners, we must approach engagement with a focus on equity. This means a) establishing meaningful engagement activities and systems that do not characterize or treat specific groups as deficient in their level of engagement or approach to education and b) acknowledging and navigating cultural differences through communication, humility, and sensitivity.

Aspiration for 2022-2023 School Year

Through collaborative work within the adult community, all students at Thorndyke Road School will have an identified trusted adult.

Strategies for Positive Climate and Culture

Development and implementation of school-wide expectations for behavior, both in the student and adult community.

Implementation of tier 1 classroom strategies that foster relationship building and belonging.

Measures of Success and Desired Outcomes

Adult community norms created and shared at each meeting (included in agendas); monthly reflections from staff after each meeting
 Tier 2 plans created and enacted for students in need of support with building a trusting relationship
 Relationship mapping will show numbers of students in need of support will decrease and have a trusted adult identified
 All staff goals and plan will show evidence of classroom practice related to tier 1 SEL implementation; evidence collection to include artifacts of practice as well as observation of practice

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STUDENT SPECIFIC SUPPORTS	
<i>The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.</i>	
Our Vision for Student Specific Supports	
Thorndyke Road will use multiple data sources and a collaborative approach to make student and school instructional support decisions. The school will regularly review ongoing assessment data, to both monitor interventions that are in place at the student level and to also make allocation of resources decisions (time, staff, etc.) for the school.	
Aspiration for 2022-2023 School Year	Strategies for Student Specific Supports
Thorndyke Road School will use data to implement and monitor interventions, both academic and in their social emotional well-being, so that all students make adequate progress.	<p>Identify students who are in need of intervention, both academically and in their social emotional well-being, and implement interventions based on skill deficit.</p> <p>Use data to inform allocation of resources (personnel, interventions, professional development) that targets specific groups in need of interventions.</p> <p>Utilize after school programming to target subgroups of students who are in need of intervention.</p>
Measures of Success and Desired Outcomes	
Student progress monitoring and benchmark data will show that all students are making adequate progress in response to interventions provided (SGP between 40 and 60 in Literacy and Math, according to the Star Assessment)	

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INTENTIONAL INSTRUCTION

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

Our Vision for Intentional Instruction

Teacher clarity is both a method and a mindset, and it has an impressive effect size of 0.75, based on John Hattie's Visible Learning research. In simple terms, clarity is teaching that is organized and intentional. To achieve what they want in the classroom, teachers need clarity — a deep understanding about what to teach and why, how to teach it and what success looks like. This goes way beyond simply knowing the day's lesson. It describes a process that enables teachers to communicate those same aspects to their students in simple and plain language. Teacher clarity is a powerful tool for narrowing and focusing activities, cutting away aspects of instruction that don't help learning. Along the way, teacher clarity reinforces the gradual release of responsibility of learning from the teacher to the students so that students feel ownership of their work. Once an educator is clear on what they want students to know and be able to do, formative assessments become more aligned to assess the learning, and feedback to students to make progress towards learning goals become more targeted and actionable. Thorndyke Road staff will utilize The Teacher Clarity Playbook to focus on 4 areas of instructional clarity: learning targets, success criteria, formative assessment practices and response, and learning experiences.

Aspiration for 2022-2023 School Year

Through focus on instructional clarity, all students at Thorndyke Road School will make measurable growth in literacy as measured by multiple formative and summative assessments.

Strategies for Intentional Instruction

Create and use a school "What to Look For" tool that school leaders and staff will use to guide instructional practice priorities.

Using The Teacher Clarity Playbook, staff will choose ONE focus area (learning targets, learning experiences, formative assessment, or success criteria) for development of practice to improve over the course of the 2022-2023 school year.

Develop, use and promote a school-wide instructional framework that describes shared and common practices of highly effective teaching designed to improve learning.

Measures of Success and Desired Outcomes

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Learning Walk data and feedback from walkthroughs and observations will show improved instructional practice in the area of clarity for each educator over the course of the school year.

Learning plans and evidence collection will show educator growth in their chosen focus area over the course of the school year.

Learning Walks and lesson plans will reflect changes to instructional planning, in line with the school's instructional framework.

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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.