

District: Worcester Public Schools

School: Goddard School of Science and Technology

Renewal Year: (circle one)

Two

Three

Four

SRG/L3 School Turnaround Grant Renewal Objectives

The School Redesign Grant (SRG) and Level 3 School Turnaround (L3) Renewal Application is designed to provide an opportunity for districts and schools to: (1) reflect upon successes and challenges of the past year, within the context of the school’s turnaround plan and the turnaround practices; (2) describe key strategies or modifications to strategies that build upon successes and challenges and that will serve as the focus in the coming year; and (3) provide a budget update and justification for the coming school year.

Please use the following tables and narrative text boxes to provide your responses to the questions and prompts in each section.

Section I: School Redesign and Turnaround Planning Renewal

Please provide a bulleted summary of key strategies/initiatives by turnaround practice (you will have an opportunity to provide a more detailed explanation of your strategies in Section II), modifications or new strategies, and key implementation benchmarks for 2018-19.

Turnaround Practice 1: Leadership, Shared Responsibility, and Professional Collaboration	Summary of Current Strategies and Actions	Intended Modifications or New Strategies	MAGS – Targets for 2018 – 2019
Leadership and teacher teams are established and being actively used to: (a) improve teaching and learning and (b) monitor the effectiveness of turnaround strategies.	<p>1. ILT (e.g., coaches, literacy consultant, Assistant Principal (AP) and principal) meet weekly for: goal setting, debrief, and revision; coaching moves and feedback; Professional Development (PD) planning and adjustments; revised coaching plans; mid-year data review in March-April (STAR, MCAS, BAS, and <i>Foundations</i>).</p> <p>2. Lesson Plan Development: All teachers are utilizing Readers Workshop (RW) lesson</p>	<p>1. Extension of ILT to grade level teachers, SPED and ESL for: increased teacher leadership at grade levels; calibration of data collection and analysis; data driven progress monitoring that transfers the responsibility and learning to grade levels and the classrooms; and move from data analysis to related development and implementation of action plans in classroom practice</p> <p>2. PD meeting times remain the same. Refocus PD organization and structure to</p>	<p>We will at least double the number of students at each grade level who score meeting/ exceeding expectations in ELA and Math from spring 2017 to spring 2019 including the number of English learners and students with disabilities. The baseline was established in 2017 with the following data for the numbers of students meeting or exceeding expectations:</p> <p>ELA Grade 3= 5 students Grade 4=18 students Grade 5=16 students Grade 6= 2 students</p>

	<p>plan template and K-3 also use <i>Foundations</i> Lesson Plan template.</p> <p>3. MA Educator Evaluation System implemented and conducted with fidelity: establishment of mini-observations includes verbal and written follow up.</p> <p>4. Did not form official PBIS Committee. Instead, for Year 1, worked through grade level teams and Assistant Principal to establish structures and processes at classroom level (See below in TAP 4 – Culture and Climate).</p>	<p>allow for a better balance of both presentation and guided practice in targeted areas.</p> <p>Wednesday/PD: All Staff: First hour whole group focus on maintenance and second hour work in teams to apply knowledge in cohort groups.</p> <p>Tuesday/Thursday/PD: Primary/Tues Intermediate/Thurs Bi-Weekly/All Staff</p> <p>Literacy PD Focus:</p> <p>Reading</p> <ul style="list-style-type: none"> ● Maintenance of BAS. administration ● Shift focus to analysis and development of related instructional plans. ● Implement related guided reading. ● Materials with PD support: “<i>Reading Side by Side</i>” (3-6); “<i>Fountas and Pinnell Classroom</i>” (pre-Kindergarten - 2) will be introduced and implemented to enrich and deepen the work started 	<p>Math Grade 3= 11 students Grade 4 =13 students Grade 5= 9 students Grade 6 =12 students</p> <p>The student growth percentile (SGP) school wide from spring 2017 to spring 2019 will meet or exceed 65%. In spring 2017,the SGP for ELA was 37% and Math 30%.</p> <p>EL students school-wide SGP on the ACCESS test will be 60% or higher in 2019. The Spring 2017 SGP was 33% with 33% making progress and 10% making attainment.</p> <hr/> <p>Key Benchmarks for 2018- 2019</p> <hr/> <p>For Educators:</p> <p>*By August 23, 2018, 100% of the ILT members, will clearly be able to explain to staff the ILT role and function as grade level leaders.</p> <p>. *By January 28, 2019, 100% of ILT members will be effectively leading/facilitating grade level meetings in which the group makes and follows through on data-informed decisions that improve instruction as evidenced by the meeting agendas and subsequent data.</p> <p>*By August 24, 2018, the school leaders will produce a calendar for 18-19 evaluation tasks (e.g., self-assessments, goal setting, educator plans,</p>
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		<p>with Readers and Writers Workshop.</p> <ul style="list-style-type: none"> Continued work with “<i>Strategies that Work</i>” to target comprehension strategy use across disciplines. <p>Writing</p> <ul style="list-style-type: none"> Discourse and written response to reading embedded in “<i>Reading Side by Side</i>” (3-6) and <i>Fountas and Pinnel</i> “Classroom” (pre-K– 2). Use writing rubrics from district tied to standards (SRSD). <p>Math PD Focus: :</p> <ul style="list-style-type: none"> Tie the “<i>enVision</i>” material resources to the standards curriculum framework developed in Year 1 (e.g., maps, pacing, guide, curriculum compacting, unit assessments). Design a consistent structure for lesson planning and instructional block. 	<p>unannounced and announced observations, evidence, mini-observations, formative and summative evaluations) as evidenced by the calendar document.</p> <p>*By November 30, 2018, March 29, 2019 and May 10, 2019 school leaders will have implemented the 18-19 evaluation task calendar with fidelity in relation to the contract and teacher plans as evidenced by TeachPoint observations and evaluations with specific and actionable feedback to teachers about the rigor of their instruction.</p> <p>*By December 14, 2018, coaches, Ass and principal will be able to provide evidence of early intervention, focused coaching with at least two teachers who were identified as high priority, as evidenced by observations, review of written feedback, and other evidence, and a plan to provide support and feedback with a goal of proficiency and gradual release.</p> <p>For Students:</p> <p>*65% of students (gr. 3-6) will reach or exceed the NWEA STAR projected growth target in both Reading and Math</p> <p>*65% of the students who did not meet the fall BAS benchmark</p>
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		<ul style="list-style-type: none">● Integrate mathematical practices explicitly.● Integrate Greg Tang professional learning strategies	<p>for the grade will make 1.5 years progress on spring BAS.</p> <p>*With the integration of <i>enVisions</i> as a curriculum resource, educators will establish a standards based, math assessment system at each grade level to track student skill growth in mathematics.</p>
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Turnaround Practice 2: Intentional Practices for Improving Instruction	Summary of Current Strategies and Actions	Intended Modifications or New Strategies	MAGS– Targets for 2018 – 2019
<p>The school has set clear expectations for high quality instruction and instructional practices, reinforced through a system for monitoring and supporting teachers in improving classroom instruction.</p>	<ol style="list-style-type: none"> 1. Fidelity to administration of BAS 3 times per year with year-long PD on administration. 2. Creation of/use of teacher created mathematics assessments to identify prerequisite skills to guide instruction. 3. STAR administration for goal setting for students (math) and progress monitoring in Math and Reading comprehension provides triangulation of data (e.g., BAS, classroom). 4. <i>Foundations</i> Unit Assessment tracker (K-3) provided data for intervention group on decoding and encoding. 5. Reading Workshop Model included conferencing, Reader's Notebooks and instructional strategies defined by student/grade level needs. 	<ol style="list-style-type: none"> 1. Increase intervals for monitoring student progress 2. Reinforce and deepen shared expectations for classroom organization and management through discussion and implementation of <i>Tools for Teaching: “Fundamentals of Classroom Management.”</i> 3. Maintain lesson planning template for ELA; develop and implement a planning template for Math lessons built on <i>enVision</i> as an anchor curriculum resource. 4. Provide explicit Math PD that integrates Mathematical Practices and <i>enVisions</i> as an anchor resource. 5. Readers Workshop: Whole-class literature studies supported by <i>Reading Side by Side</i> (RSBS) grades 3-6 and <i>Fountas and Pinnell “Classroom”</i> (F&P) 	<p>We will at least double the number of students at each grade level who score meeting/ exceeding expectations in ELA and Math from spring 2017 to spring 2019 including the number of English learners and students with disabilities. The baseline was established in 2017 with the following data for the numbers of students meeting or exceeding expectations:</p> <p>ELA Grade 3= 5 students Grade 4=18 students Grade 5=16 students Grade 6= 2 students</p> <p>Math Grade 3= 11 students Grade 4 =13 students Grade 5= 9 students Grade 6 =12 students</p> <p>The student growth percentile (SGP) school wide from spring 2017 to spring 2019 will meet or exceed 65%. In spring 2017, the SGP for ELA was 37% and Math 30%.</p> <p>EL students school-wide SGP on the ACCESS test will be 60 % or higher in 2019. The Spring 2017 SGP was 33% with 33% making progress and 10% making attainment.</p> <p>Key Benchmarks for 2018-2019</p>

		<p>grades pre- K -2; guided reading supported by RSBS book clubs and F&P leveled readers; Tier 2 or 3 intervention through <i>Foundations</i> or <i>Fountas and Pinnell</i> LLI Kits.</p> <p>6). Writers Workshop: embedded in response to reading using the core literacy programs, academic discourse and standards-based district rubrics (SRSD).</p>	<p>For Educators:</p> <p>*By December 2, the WPS Turnaround Site Visits (TSV) team will be able to show that 80% of all teachers consistently use the agreed upon, aligned curricula and strategies in their classes, as evidenced by observations of classrooms, grade level meetings, and teacher surveys.</p> <p>*By May 2019, the principal will be able to demonstrate that at least 80% of teachers at all levels of performance use the priority tools and strategies to increase the rigor of instruction, as evidenced by a review of observation data and actionable feedback provided from school leadership in TeachPoint.</p> <p>For Students:</p> <p>*65% of students (Grades 3-6) will reach or exceed the STAR projected growth target in both Reading and Math.</p> <p>*65% of the students who did not meet the fall BAS benchmark for the grade will make 1.5 years progress on spring BAS.</p> <p>*With the integration of <i>enVisions</i> as a curriculum resource, educators will establish a standards based, math assessment system at each grade level to track student skill growth in mathematics.</p>
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Turnaround Practice 3: Providing Student-Specific Supports and	Summary of Current Strategies and Actions	Intended Modifications or New Strategies	MAGS – Targets for 2018 – 2019

<p style="text-align: center;">Instruction to All Students</p> <p>The school and teachers use a variety of ongoing assessments to identify student-specific needs, and a system to provide targeted, student-specific instructional interventions and supports to students.</p>	<ol style="list-style-type: none"> 1. Created a protocol for Student Support Process (SSP) meetings clarifying expectations for evidence brought to evaluate and demonstrate progress. 2. Developed and implemented a school wide schedule eliminating gaps and lack of services for SWD and EL. There is now a system in place to revisit and revise the schedules to maintain fidelity to student’s needs. 3. Khan Academy did not fit into the educational block and format. We used “Front Row” adaptive math computer program instead. Teacher input during the course of school year included increased teacher use of “Front Row” as an intervention for Mathematics. Will look to leverage the data from this to target math intervention in Year 2. 4. Initial tiered intervention happened in RW and WW. Teachers have identified gaps in math performance and next step is to systematize ongoing math 	<ol style="list-style-type: none"> 1. Further refine the SSP process to define and expect a match between interventions and goals so that teachers are using the correct tools to close gaps 2. Schedule time regularly during PD sessions for SWD and EL teachers to plan with grade levels teams for their students with consideration to both IEP and/or ACCESS data and grade level standards. 3. STAR year 1 work to “enVisions” as the core resource for whole group and intervention, tier 1 and 2. Explore needs and best matches for tier 3 interventions (ex., Touch Math). Continue to use “Front Row” math computer program as an adaptive math program for all during independent work times. <p>Literacy Assessments GOLD, observational assessment (My Teaching Strategies), pre-K Clay’s Observation Survey (1-2) Foundations Unit Tests (k-3) BAS (K-6) Running Records (K-6) STAR Reading (3-6)</p>	<p>We will at least double the number of students at each grade level who score meeting/ exceeding expectations in ELA and Math from spring 2017 to spring 2019 including the number of English learners and students with disabilities. The baseline was established in 2017 with the following data for the numbers of students meeting or exceeding expectations:</p> <p>ELA Grade 3= 5 students Grade 4=18 students Grade 5=16 students Grade 6= 2 students</p> <p>Math Grade 3= 11 students Grade 4 =13 students Grade 5= 9 students Grade 6 =12 students</p> <p>The student growth percentile (SGP) school wide from spring 2017 to spring 2019 will meet or exceed 65%. In spring 2017, the SGP for ELA was 37% and Math 30%.</p> <p>EL students school- wide SGP on the ACCESS test will be 60 % or higher in 2019.The Spring SGP was 33% with 33% making progress and 10% making attainment.</p> <hr/> <p>Key Benchmarks for 2018- 2019</p>
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	<p>assessment and match interventions to need.</p>	<p>Math Assessments GOLD, observational assessment (My Teaching Strategies), pre-K STAR Math (3-6) Standards based unit assessments, (K-6) Standards based formative assessments “Front Row” benchmark assessments</p>	<p>For Educators :</p> <p>*Monthly, 50 % of time that teachers spend in weekly planning meetings will be focused on reviewing student assessment data (e.g., formative assessments such as running records, written responses, exit slips, quizzes) and planning instruction based on that data</p> <p>*Monthly, 100% of teachers will analyze the most recent common formative assessment data to identify students’ academic needs, develop re-teach plans, and identify the appropriate intervention.</p> <p>*Each month, school leadership will reflect on schedules and staffing to ensure student needs are being met, making adjustments as necessary.</p> <p>For Students:</p> <p>65% of students (gr. 3-6) will reach or exceed the STAR projected growth target in both Reading and Math</p> <p>*65% of the students who did</p>
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			<p>not meet the fall BAS benchmark for the grade will make 1.5 years progress on spring BAS.</p> <p>*With the integration of <i>enVisions</i> as a curriculum resource, educators will establish a standards based, math assessment system at each grade level to track student skill growth in mathematics.</p>
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Turnaround Practice 4: School Climate and Culture	Summary of Current Strategies and Actions	Intended Modifications or New Strategies	MAGS – Targets for 2018 - 2019
<p>The school has established a positive culture and climate for teachers, students, and families that includes shared behavioral expectations and practices, meaningful social-emotional supports for students, and strategies for engaging families that are culturally relevant and responsive.</p>	<p>1. Targeted Network Team (TNT) met 1 time per week to identify obstacles to student learning including attendance patterns and basic needs. Members were the school nurse, health center nurse, behavior coach, wrap around coordinator, Assistant Principal (AP), School Adjustment Counselor (SAC), school psych, and principal. Team created a form for teachers to coordinate with wrap around coordinator to “catch” kids and provide in the moment intervention</p> <p>2. The Culture and Climate team was modified to include principal and AP working with grade level teams to implement and modify classroom structures and systems to ensure a safe learning environment with students positioned to learn.</p> <p>3. It was a slow start for the behavior coach. It took time to get her integrated into the</p>	<p>1. Continue TNT –team weekly meeting. Track data monthly to identify and tier support while prioritizing student needs.</p> <p>2. The Culture and Climate team will extend to a group within ILT and they will lead the work to reinforce and deepen shared expectations for classroom organization and management through discussion, modeling and coaching/advising implementation of <i>Tools for Teaching</i>: “Fundamentals of Classroom Management.”</p> <p>3. The Worcester Educational Collaborative (WEC) will provide professional development on “culturally relevant pedagogy” to explicitly define and reinforce the ways in which educators must teach.</p> <p>4. Current research documents the impact of childhood trauma on lifelong health. Given the progress teachers have made with classroom</p>	<p>We will at least double the number of students at each grade level who score meeting/exceeding expectations in ELA and Math from spring 2017 to spring 2019 including the number of English learners and students with disabilities. The baseline was established in 2017 with the following data for the numbers of students meeting or exceeding expectations:</p> <p>ELA Grade 3= 5 students Grade 4=18 students Grade 5=16 students Grade 6= 2 students</p> <p>Math Grade 3= 11 students Grade 4 =13 students Grade 5= 9 students Grade 6 =12 students</p> <p>The student growth percentile (SGP) school wide from spring 2017 to spring 2019 will meet or exceed 65%. In spring 2017, the SGP for ELA was 37% and Math 30%.</p> <p>EL students school wide SGP on the ACCESS test will be 60 % or higher in 2019. The Spring</p>

	<p>work and TNT but it happened and was supportive to classroom teachers in coordinating care.</p> <p>4. Implementation of PBIS, tier 1, ensured school wide, consistent behavioral expectations were in place.</p>	<p>management and the trauma and social/emotional learning (SEL) needs of many of our students, Year 2 will focus on leveraging the district HEARS work in schools through the Worcester Educational Collaborative (WEC) and the Behavioral Coach to address the SEL needs of our tier 2 and 3 students. Educating staff to the advances in brain science, child development, and the best practices to address childhood adversity, Goddard will work with WEC to replicate use of “The Flexible Framework”, a tool to maintain a whole school focus while creating a trauma sensitive school. Late spring and summer planning with WEC will frame this work.</p> <p>5. The Tier 1 PBIS framework, established in Year 1, will be reviewed, monitored and sustained.</p>	<p>SGP was 33% with 33% making progress and 10% making attainment.</p> <hr/> <p>Key Benchmarks for 2018-19</p> <p>For Educators:</p> <p>*By August 27, 2018 teachers “Use rituals, routines, and proactive responses that create and maintain a safe physical and intellectual environment where students take academic risks and play an active role- individually and collectively- in preventing behaviors that interfere with learning.” (Teacher Evaluation Rubric, II-B-1) as evidenced by the monthly baseline data for discipline infractions.</p> <p>*By November 30, the school has established a data collection system for the TNT team to identify the impact of interventions and supports for identified students as evidenced by meeting agendas.</p> <p>*Each month, 100% of teachers will communicate updates to parents on curriculum during the year and suggest strategies for learning at home and school that increase two-way communication to engage families (Teacher Evaluation Rubric, III-B-2 and III-C-1) as evidenced by grade level newsletters, SSPs, presentations, phone calls, and conferences.</p>
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			<p>For Students:</p> <p>* By June 2019, average daily attendance for the year will increase one percentage point. We will use June 2018 data as a baseline when available.</p> <p>*By June 2019, the number of infractions will decrease 10% .We will use June 2018 data as a baseline when available.</p> <p>*By June, 2019, out-of-school suspensions will decrease 10% without a related increase in in-school suspensions. We will use June 2018 data as a baseline when available.</p>
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