

Summary Template – Innovation Plan Progression Phases for Improvement and Renewal

A. Curriculum, Instruction, and Assessment

Original Innovation Plan – May 2014	Proposed Improvements April 2017	Impact of Improvement	Timeline
<p>Early Childhood Literacy Continued implementation of student progress reporting and communications as a way to strengthen the partnership between home and school.</p> <p>Piloting of new district report card, conferencing, interim report cards</p> <p>Continued flexibility in administering assessments such as, but not limited to BAS and DIBELS.</p> <p>Mathematics Implementation of intentional, inquiry-based mathematical discussions at all grade levels Standards-Based Assessments and Reporting Tool</p>	<p>Literacy/Mathematics:</p> <p>Professional development in literacy domain to be provided by consultant and instructional coach with emphasis on three key areas: (1) <i>Fundations</i> instruction and data analysis in Preschool through second grade (2) Benchmark Assessment Systems 1, 2 administration, interpretation, and classroom implications (3) Elements of Reading Workshop Model/Fountas & Pinnell</p> <p>Professional development in mathematics domain to be provided by focused instructional coach with emphasis on The Standards for Mathematical Practice 1 (making sense of problems and persevering solving them).</p> <p>School wide and classroom schedules to reflect uninterrupted, intentional blocks of instruction with fidelity to implementation of initiatives as a priority among all stakeholders</p>	<p>Rationale:</p> <p>Effective literacy and mathematics instruction begins with knowing each student’s strengths and accurately and strategically teaching “next steps” in their journey toward becoming responsible, independent learners able to process complex texts, logically represent their thinking, as well as being able to listen and appreciate the ideas of others.</p> <p>Instituting school-wide literacy and mathematical best practices in assessment, curriculum, and instruction involving a structured framework across all grade levels will provide for efficiency and consistency for teacher collaboration and student learning progression.</p>	<p>Ongoing throughout school year</p> <p>Extension of typical school calendar to provide additional collaborative professional development opportunities</p>

B. Schedule and Calendar

Original Innovation Plan – May 2014	Proposed Improvements April 2017	Impact for Improvement	Timeline
<p>Change of schedule (as outlined above) to allow for increased grade level, lateral and cross school collaboration.</p> <p>Students and teachers will follow a regular schedule on Wednesday mornings including a lunch break. On the first Wednesday of every month, students will be dismissed at 12:30pm, having had lunch at school. Teachers will assist with dismissal and then attend 3.3 hours (198 minutes) of professional development 12:45-4:03. The 18.3 hours of time on learning lost due to early dismissal will be made by adding 6 minutes to every day, Monday, Tuesday, Wednesday, Thursday, and Friday, with the exception of the first Wednesday of every month.</p>	<p>School Calendar will include extension of “outside school hours” for purpose of implementing the Professional Development Plan.</p> <p>Professional development in the <i>literacy domain</i> to be provided by consultant and instructional coach with emphasis on three key areas: (1) <i>Foundations</i> instruction and data analysis in Preschool through second grade (2) Benchmark Assessment Systems 1, 2 administration, interpretation, and classroom implications (3) Elements of Reading Workshop Model/Fountas & Pinnell</p> <p>Professional development in the <i>mathematics domain</i> to be provided by focused instructional coach with emphasis on The Standards for Mathematical Practice 1 (making sense of problems and preserving solving them).</p> <p>School wide and classroom schedules to reflect uninterrupted, intentional blocks of instruction with fidelity to implementation of initiatives as a priority among all stakeholders</p>	<p>Rationale:</p> <p>Schedule to allow for increased grade level, lateral and cross school collaboration.</p> <p>Effective literacy and mathematics instruction begins with knowing each student’s strengths and accurately and strategically teaching “next steps” in their journey toward becoming responsible, independent learners able to process complex texts, logically represent their thinking, as well as being able to listen and appreciate the ideas of others.</p> <p>Instituting school-wide literacy and mathematical best practices in assessment, curriculum, and instruction involving a structured framework across all grade levels will provide for efficiency and consistency for teacher collaboration and student learning progression.</p>	<p>Ongoing/throughout the school year including “outside of the typical school day and calendar”</p> <p>Use of Strategy Meetings, grade level meetings, ILT, extended professional development blocks</p>

C. Staffing

Original Innovation Plan – May 2014	Proposed Improvements April 2017	Impact for Improvement	Timeline
<p>Staffing</p> <p>The selection process for teaching, administrative and bid position vacancies will reflect our shared leadership model and will be independent of district policies and practices.</p> <p>After School and summer school hiring will be independent of district policies and practices as detailed above.</p> <p>District Policies and Procedures: The Goddard School of Science and Technology Governing Board is charged with carrying out the school’s vision, mission and policies as agreed upon by the Worcester Public Schools Committee and the Worcester Public Schools Teachers Association. The Innovation Plan and state laws will continue to guide the board’s work in terms of budget, staffing and calendar</p>	<p>Staffing:</p> <p>Administration to interview interested candidates for opening positions in order to recruit educators who accept the vision and mission of our School.</p>	<p>Rationale:</p> <p>The staffing autonomy will provide interested candidates the opportunity to learn of the vision of our School. Candidates must demonstrate the highest levels of expertise in the designated domains, show a willingness to embark on a professional learning plan that promotes expansion of best practices and accept leadership roles beyond the context of the school day.</p> <p>Interested candidates will be provided the opportunity to visit our school in order to gain a clear understanding of the organization of the building, meet with colleagues and observe students in the context of our typical school day.</p>	<p>As defined by WPS policies and procedures. Interviews will continue through August if needed</p>

D. Professional Development

Original Innovation Plan – May 2014	Proposed Improvements April 2017	Impact for Improvement	Timeline
<p>Design and implementation professional learning experiences that create vibrant intellectual communities for students and teachers.</p> <p>Flexibility to engage in cross-site, neighborhood based professional development that directly supports the areas of curricular innovation.</p>	<p>Professional Development:</p> <p>Professional development in the <i>literacy domain</i> to be provided by consultant and instructional coach with emphasis on three key areas: (1) <i>Foundations</i> instruction and data analysis in Preschool through second grade (2) Benchmark Assessment Systems 1, 2 administration, interpretation, and classroom implications (3) Elements of Reading Workshop Model/Fountas & Pinnell</p> <p>Professional development in the <i>mathematics domain</i> to be provided by focused instructional coach with emphasis on The Standards for Mathematical Practice 1 (making sense of problems and preserving solving them).</p> <p>School wide and classroom schedules to reflect uninterrupted, intentional blocks of instruction with fidelity to implementation of initiatives as a priority among all stakeholders</p>	<p>Rationale:</p> <p>Schedule to allow for increased grade level, lateral and cross school collaboration.</p> <p>Effective literacy and mathematics instruction begins with knowing each student’s strengths and accurately and strategically teaching “next steps” in their journey toward becoming responsible, independent learners able to process complex texts, logically represent their thinking, as well as being able to listen and appreciate the ideas of others.</p> <p>Instituting school-wide literacy and mathematical best practices in assessment, curriculum, and instruction involving a structured framework across all grade levels will provide for efficiency and consistency for teacher collaboration and student learning progression.</p>	<p>Ongoing/throughout the school year including “outside of the typical school day and calendar”</p> <p>Use of Strategy Meetings, grade level meetings, ILT, extended professional development blocks</p>

E. District Policies and Procedures

Original Innovation Plan – May 2014	Proposed Improvements April 2017	Impact for Improvement	Timeline
<p>District Policies and Procedures:</p> <p>The Goddard School of Science and Technology Governing Board is charged with carrying out the school’s vision, mission and policies as agreed upon by the Worcester Public Schools Committee and the Worcester Public Schools Teachers Association. The Innovation Plan and state laws will continue to guide the board’s work in terms of budget, staffing and calendar</p> <p>Special Permission and Rescission</p>	<p>District Policies and Procedures:</p> <p>Goddard School will operate within the district and state policies and will exercise autonomy in areas of budget, schedule, and professional development as granted by the innovation school design. The ILT and General Advisory Board will continue to be a part of the governance of the Goddard mission and vision</p> <p>Implementation:</p> <p>Autonomy in the area of budget will provide Goddard the opportunity to obtain and maintain resources based on the unique needs of students.</p> <p>Goddard School will exercise important staffing autonomies that will provide our community the flexibility to provide professional development, expertise in instruction, and support for the social/emotional aspects that impact learning.</p>	<p>Rationale:</p> <p>Autonomy in the area of budget will provide Goddard the opportunity to obtain and maintain resources based on the unique needs of students.</p> <p>Goddard School will exercise important staffing autonomies that will provide our community the flexibility to provide professional development, expertise in instruction, and support for the social/emotional aspects that impact learning.</p>	<p>As defined by WPS policies and procedures</p>

F. Budget

Original Innovation Plan – May 2014	Proposed Improvements April 2017	Impact for Improvement	Timeline
No additional autonomies	Current creation of DESE Turnaround Grant in process	If awarded, providing of funds for professional development opportunities	July 1, 2017