

## **Innovation Schools Annual Evaluation**

Goddard Scholars Academy at Sullivan Middle School

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For School Year 2018-2019

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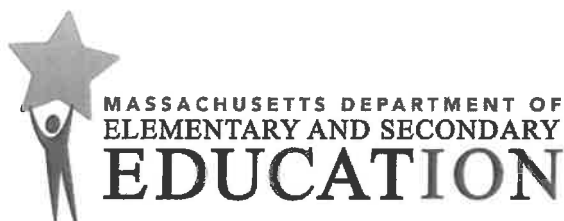
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## Introduction

The innovation schools initiative is a signature component of *An Act Relative to the Achievement Gap*, signed into law by Governor Deval Patrick back in January 2010. This initiative provides educators and other stakeholders across the state an opportunity to create new in-district and autonomous schools that can implement creative and inventive strategies, increase student achievement, and reduce achievement gaps while keeping school funding within districts.

These unique schools operate with increased autonomy and flexibility in six key areas with the goal of establishing the school conditions that lead to improved teaching and learning. The six key areas are as follows:

1. Curriculum;
2. Budget;
3. School schedule and calendar;
4. Staffing (including waivers from or exemptions to collective bargaining agreements);
5. Professional development; and
6. School district policies

Innovation schools can operate as new schools, conversion schools, or academies (school-within-a-school) models. Innovation schools may be established by: (i) parents; (ii) teachers; (iii) parent-teacher organizations; (iv) principals; (v) superintendents; (vi) school committees; (vii) teacher unions; (viii) colleges and universities; (ix) non-profit community-based organizations; (x) non-profit business or corporate entities; (xi) non-profit charter school operators; (xii) non-profit management organizations; (xiii) educational collaboratives; (xiv) consortia of these groups; or (xv) non-profit entities authorized by the Commissioner of Elementary and Secondary Education.

The innovation schools statute M.G.L., c.71, s.92, requires superintendents in districts with innovation schools and/or innovation academies to evaluate these schools at least annually. The purpose of the evaluation is to both determine whether the school or academy has met the annual goals articulated in its approved Innovation Plan and to assess the implementation of the Innovation Plan. The Superintendent shall provide the evaluation to the school committee and to the Commissioner of Elementary and Secondary Education.

In addition to a review of data relevant to the Measurable Annual Goals (MAGs), annual evaluations may also include, but are not limited to: information collected through site visits to the school or academy; feedback collected from focus groups of staff, students and families as well as community partners; and review of student work and exhibitions.

## Annual Evaluation Submission Instructions

Evaluations for the 2018-2019 school year should be submitted by August 1, 2019. Questions and completed evaluations should be submitted to Brenton Stewart at [bstewart@doe.mass.edu](mailto:bstewart@doe.mass.edu). Please note in the subject line of the email message "Innovation School Annual Evaluation 2018-2019 *[insert School name District name]*."

## Innovation School/Academy Information

<b>School/Academy Name:</b> Click or tap here to enter text.	
<b>School Type (New/Conversion/Academy):</b> Goddard Scholars Academy at Sullivan Middle School	<b>District Name:</b> Worcester
<b>Year Innovation Status Granted:</b> March 24, 2011	<b>School Year Implementation Commenced:</b> 2011-12
<b>Grades Served:</b> 6, 7, 8	<b>Total Enrollment:</b> 144
<b>Mission:</b> <p><b>Mission:</b> The Goddard Scholars Academy (GSA) provides a rigorous, accelerated and enriched middle school program in a safe, nurturing, and personalized atmosphere. The student body, from throughout the City of Worcester, is comprised of a selected group of 6<sup>th</sup> grade through 8<sup>th</sup> grade students who have demonstrated academic proficiency. GSA develops students' abilities and gifts into talents and skills. GSA is the middle school component of a college preparatory program conducted in collaboration with South High School and Clark University.</p>	
<b>Vision:</b> <p><b>Vision:</b> The Goddard Scholars Academy (GSA) lays the foundation for students to reach their full potential, to engage in higher-level course work, and to prepare students to compete nationally at high academic levels. Cornerstones of the GSA include developing persistence, pride, discipline, and integrity in challenging work. This is accomplished through reading, writing, discourse, the arts, social interaction, and application of critical thinking and digital literacies. GSA students become lifelong learners, good citizens and leaders in the 21<sup>st</sup> Century.</p>	
<b>Educational Model:</b> <p><b>Educational Model: School-wide Enrichment Model (SEM)</b> - is a model developed with the vision that schools <i>are places for talent development</i>. This vision of schools for talent development is based on the belief that everyone has an important role to play in societal improvement and that everyone's role can be enhanced if educators provide students with enrichment opportunities, resources, and encouragement to aspire to the highest levels of talent development (Renzulli, 1994).</p> <p><b>Key Design Elements:</b> Addition of Grade 6 to 7<sup>th</sup> and 8<sup>th</sup> grade program in 2012-13 (full implementation); on-going implementation of Strategies for Gifted and Talented Educational strategies including Enrichment Clusters, inclusion of performance band for all students, acceleration of math curriculum: 4 years in 3, and after school enrichment opportunities.</p>	

## **Part A: Description of Autonomies and Flexibilities Implementation**

Please see below the list and descriptions of possible autonomies and flexibilities that may be approved in an innovation plan.

In order to identify the autonomies and flexibilities being implemented by your school or academy, only provide a description to the autonomies and flexibilities approved in your school's or academy's innovation plan. Please delete the autonomy and flexibility sections that do not apply to your school's or academy's approved innovation plan.

Responses should describe:

- any successes or challenges experienced during implementation;
- how the school or academy identifies and responds to any observed disparities (including, but not limited to academic performance, access to curriculum and resources, and non-academic opportunities) by race/ethnicity categories and selected subgroups for both students *and* teachers, as applicable. Responses may be further described or clarified in the next bullet; and
- how implementation of the specific autonomy or flexibility helps reduce any opportunity gaps and/or achievement gaps.

### ***Curriculum, Instruction, and Assessment (if applicable)***

Innovation schools and academies have the ability to identify and/or develop curriculum and instruction models and assessment practices that support its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of curriculum, instruction, and assessment flexibilities during the 2018-2019 school year.*

The **Curriculum** of the GSA aligns with the Massachusetts Frameworks and the Common Core Standards in all of content areas. With the autonomy of Curriculum, Instruction, and Assessment, GSA embeds several best practices within its innovation to improve student learning. This occurs through consistent reading, writing, and discourse across the curriculum which supports greater fluency in students' language, written and oral. Some of these strategies include writing summaries, topic development, vocabulary building, close reading, Cornell note taking, annotating, debating, Socratic Seminars and Philosophical Chairs. This year, Goddard Scholars Academy continued implementation of a uniform binder system and weekly binder checks. Developing 21<sup>st</sup> Century skills in digital literacy is added as an enrichment class to provide students with access to digital resources for research, enrichment, and skill development. A school-wide annotating protocol for writing in the margins continued its implementation this year.

During the weekly Professional Learning Community (PLC), the GSA staff meets to collaborate on how to reach and teach all students, to use data to inform instruction, to implement skills with consistency across grade levels, curricula, to plan interdisciplinary lessons or units of study, to discuss new strategies, to schedule peer observations, and to monitor and plan interventions for student growth. CPT Meetings are used to schedule parent conferences, discuss student academic and socio-emotional concerns, to plan GSA events, and to support staff.

Developing 21<sup>st</sup> Century skills in digital literacy is scheduled as part of an enrichment class for 6<sup>th</sup> graders and provides students with access to digital resources for skill development, research, and enrichment. Foreign language instruction, provided by a native speaker, enables students to become immersed in the language and to communicate with a wider range of the population in another language, utilizing skills in reading, writing, speaking and listening. All GSA students learn to play an instrument for the school band, which reflects GSA's vision for students to become confident learners and to reach their full potential through the opportunity of creative expression through music education.

#### ***Challenges:***

Having sufficient time to address all of the standards, especially in science and technology and math, seems to be one of the greatest on-going challenges. The sixth grade textbook does not align well with the standards. Therefore procuring materials from a variety of sources is often difficult. Also, having the resources needed to incorporate the technology strand in the best way it should be has also been a challenge. However, with the procurement of two Chromebook carts last year and one late this year, access to technology devices has been increased and has helped to alleviate the demand for use of such devices.

GSA received one enrichment class per quarter from the greater school. With few enrichment classes available, GSA students had to share two quarter of physical education and this year were

offered an enrichment class in art, which eighth graders shared in quarter 3 and seventh graders shared in quarter 4. GSA students were not able to have any instruction in health or other pre-vocational classes such as sewing, home economics, wood shop, computer aided design, or drama.

A challenge also exists with regard to expectations of GSA being an academy within a larger middle school, in the content area departments, and having Curriculum Autonomy as an innovation school. There is a tension that exists in terms integrating GSA with the greater school because GSA's mission does not necessarily mirror that of the greater school. On some level, it is important to be part of the larger of the school, but at other times it is difficult to do so. Finding the balance is the challenge.

### ***Budget (if applicable)***

The innovation schools model is intended to be fiscally-neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

#### ***Describe the innovation school or academy's implementation of budgetary flexibilities during the 2018-2019 school year.***

The innovation schools model is intended to be fiscally neutral. Innovation schools and academies may use autonomy and flexibility in this area to obtain increased flexibility over funds allocated by the district. Innovation schools may request a lump sum per pupil budget to expend funds in a manner that supports its mission, vision, and educational model.

*Describe the innovation school or academy's implementation of budgetary flexibilities during the 2017-2018 academic year. Responses should include a description of successes and any challenges to implementation.*

The **Budget Autonomy** allows GSA the ability to spend the district's per pupil allowance on supplies and instructional materials that meet the needs of GSA students. The purchase of class sets of books, books for the summer common read, band instruments and instrument supplies and repairs, materials for science labs, graphing calculators, student agendas, art supplies, pencils, paper, and toner are among the resources required to operate the GSA efficiently.

#### ***Challenges:***

The per pupil budget does not allow for long term planning for expenditures for up the purchase of up to date devices for technology usage or for a significant revitalization of the band instruments, many of which are over twenty-five years old.



### ***School Schedule and Calendar (if applicable)***

Innovation schools and academies have the ability to design unique school schedules and calendars that support its mission, vision, and educational model. Re-designed school schedules and calendars may be designed to maximize and extend time on learning for students and provide and/or increase common planning time for teachers.

*Describe the innovation school's or academy's implementation of school schedule and calendar flexibilities during the 2018-2019 school year.*

The **Scheduling and Calendar Autonomy** allows GSA to maximize time on learning and to allow for flexible grouping to meet students' needs and for participation in a weekly Gifted and Talented Class, Enrichment Clusters, guest speakers, Common Planning Time, Professional Learning Communities, snow delays, field trips, and other school-wide events. Having the flexibility to adjust the schedule also allows the students to take part in enrichment classes offered by teachers from the Sullivan Middle School on a weekly or quarterly basis. Teachers and students are able to adapt to these schedule changes and appreciate the lack of lost instructional time. The scheduling autonomy is exercised frequently, approximately 33% of school days.

#### *Challenges:*

The GSA school schedule has to conform with the schedule of the greater school to allow for participation in the enrichment class provided by the greater school and for the lunch time for staff and students. Also, the schedule of the greater school changed again this year to a six period 7-day rotation that was challenging to accommodate. This integration does not allow GSA to be completely innovative with scheduling, and it is time consuming to change the schedule. However, the benefits far outweigh the disadvantages of not meeting different classes in the same grade and subject for the same amount of time each day. This year, we also had many snow delays and early release days. The scheduling autonomy made it possible to accommodate teachers teaching all of their classes, even on the days with reduced school hours.

### ***Staffing (if applicable)***

Innovation schools and academies have the ability to develop staffing policies and procedures that support its mission, vision, and educational model through the implementation of waivers or exemptions from district policies, contracts, and collective bargaining agreements.

*Describe the innovation school or academy's implementation of staffing flexibilities during the 2018-2019 school year.*

The **Hiring Autonomy** was exercised for the 2018-19 school year as we hired a new performance band teacher. The Hiring Committee consisted of three teachers, the principal of the greater school, and a parent. The committee chose to hire a seasoned teacher with inner city experience.

#### *Challenges:*

This new band teacher was on a maternity leave at the beginning of the school year. It was challenging to find a qualified long-term substitute. However, the long-term sub worked out very well, despite limited experience with teaching band. As an accomplished pianist, the sub offered

the students a great deal of instruction in music theory, and the new sixth graders learned how to play recorders. Since the permanent teacher has arrived, the students have caught up to where they should be at the end of the year.

### ***Professional Development (if applicable)***

Innovation schools and academies have the ability to develop and implement professional development activities that support its mission, vision, and educational model.

#### ***Describe the innovation school or academy's implementation of professional development flexibilities during the 2018-2019 school year.***

Professional Development Plans included topics such as Google Classroom, Gifted and Talented Education, technology, Pre-AP, Common Core, AVID, Model U.N., improving teacher quality, SEI, Social Emotional Learning, Special Education, and content specific courses or workshops, such as Maker Space. This autonomy allows the staff to participate in course work, workshops, and conferences that meet the needs of GSA's unique population and to expand content knowledge and pedagogy.

In the summer of 2018, no teachers attended a week-long institute, Confratute, sponsored by the Neag School of Education for Talent Development at the University of Connecticut. At the present time, all but one of the GSA teachers have attended Confratute. In 2018-19, GSA continued its implementation of SEM to include two sessions of Enrichment Clusters on such topics as: Maker Space, American Sign Language, Scrapbooking, Paw Pals, Knitting, Worcester on the Moon, Paper Flowers, Andy's Attic, Creative Writing, Kindness, Social Change, to name a few.

#### ***Challenges:***

One of the challenges for GSA, particularly during the school year, is participating in relevant professional development. There is not enough time for the Lead teacher to prepare meaningful professional development for the GSA staff. Therefore, while there is time allotted for professional development in afterschool hours and on professional development days, the professional development by the administration of the greater school is not necessarily geared toward the GSA mission.

### ***District Policies and Procedures (if applicable) Innovation schools and academies have the ability to develop policies and procedures that support its mission, vision, and educational model.***

#### ***Describe the innovation school or academy's implementation of district policies and procedures flexibilities during the 2018-2019 school year.***

This autonomy was not requested in the innovation plan.

## Part B: Measurable Annual Goals

Innovation plans are required to include Measurable Annual Goals (MAGs). The annual innovation school evaluation must address progress towards meeting these established goals.

As required by statute, each innovation school's or academy's MAGs are based on student outcomes and include, but are not limited to the following:

- student attendance;
- student safety and discipline;
- student promotion, graduation rates and dropout rates;
- student achievement on the MCAS; and
- reduction of proficiency gaps with progress in areas of academic underperformance (not limited to MCAS), and including as appropriate a focus on the following student subgroups:
  - Race/ethnicity
  - Students identified as economically disadvantaged
  - English Learners (ELs)
  - Students with disabilities

Innovation plans may also include MAGs that are **specific to each** school or academy's unique mission and vision. Please be sure to add tables for each additional MAG identified and include a description and response, as needed.

When identifying and discussion trends for the following student outcomes, be sure to include data/information for the **aggregate rate for all students**, as well as data/information for **student subgroup rates** (including, but not limited to, race/ethnicity categories, students identified as economically disadvantaged, students with disabilities, English Learners, and students whose first language is not English).

You must provide a response to all the MAGs found in the tables below and be sure to include any additional MAGs identified in your approved innovation plan. Responses should:

1. describe the progress made toward meeting these goals during the 2018-2019 school year;
2. describe the process used to evaluate the innovation school's or academy's progress towards meetings its MAGs. Include in the description if site visits, focus groups, or review of student work was collected for use in the evaluation process. Additionally, please describe the data monitoring system and processes being implemented at your innovation school or academy; and
3. describe how the MAGs have been used to inform key organizational decision making processes in areas such as: curriculum and instruction, student achievement, school culture, professional development, staffing, fiscal policies, and operations.

***Student attendance rates (including, but not limited to overall attendance rate and chronic absenteeism)***

Attendance - Through May 31

Year	Academy	Grade	Att%
2018-19	GSA	6	97.2%
2018-19	GSA	7	97.7%
2018-19	GSA	8	97.5%
		GSA Total	97.5%

***Student safety and discipline rates (In-school suspensions and Out-of-school suspensions. Including, but not limited to 'All offenses' and 'Non-drug, non-violent, and non-criminal-related offenses')***

Discipline Action Summary		
Academy	Action Description	# of Infractions
GSA	Warning	1
GSA	Detention	2
GSA	Intervention Program	1
GSA	Referred to Guidance	1
GSA	Conference with Student	1
GSA	Emergency Removal	1

***Student promotion and retention rates***

100% of all students in grades 6, 7, and 8 will be promoted to the next grade.

***Student graduation rates, if applicable (4-year annual graduation rate, 4-year cohort graduation rate, 5-year annual graduation rate, and 5-year cohort graduation rate)***

N/A

***Student dropout rates, if applicable***

N/A

*Student Next-Generation MCAS achievement and legacy MCAS achievement (as applicable, Next-Generation ELA proficiency and growth, Next-Generation Math proficiency and growth, Legacy ELA proficiency and growth, Legacy Math proficiency and growth, and SCI proficiency)*

## **GSA Student Achievement Data**

### **ELA MCAS and Star Test Performance Data**

#### **Student Achievement**

100% of students will show improvement in ELA as demonstrated by the administration of the 2014 MCAS test. The goal is to achieve a spg above the 60%ile.

#### **2017-18 MCAS Results English Language Arts**

Grade	Mean Scaled Score	Median SGP	GSA % Meeting or Exceeding Expectations	District % Meeting or Exceeding Expectations	State % Meeting or Exceeding Expectations
All	528.2	60.2	97.3	33.0	49.6
Grade 6	528.9	54.7	96.0	39.0	50.0
Grade 7	524.2	62.4	96.0	27.0	46.0
Grade 8	531.3	73.5	100	33.0	51.0

#### **Reading STAR Test Growth Report Based on 60 spg-ile Fall 2018-19 to Spring 2018-19**

	# of students Meeting Expectations	Median SGP	Spring Ave. Scaled Score	SS Point In-crease From fall	%-ile Rank	%-ile Rank Increase
Gr. 6	32/46	73	1069	+150	78	+1
Gr. 7	32/47	71	1227	+123	79	+1
Gr. 8	32/46	68	1301	+87	76	+2
Total %	69% Meeting Expectations					

## Math MCAS Performance Data

### Student Achievement: Math

100% of our students will show improvement in Math as demonstrated by the administration of the MCAS test. The goal is to receive a sgp above the 60<sup>th</sup> %ile.

#### 2017-18 MCAS Results Math

Grade	Mean Scaled Score	Median SGP	GSA % Meeting or Exceeding Expectations	District % Meeting or Exceeding Expectations	State % Meeting or Exceeding Expectations
All	517.8	47.7	86.0	25.7	47.7
Grade 6	517.5	41.2	86.0	32.0	48.0
Grade 7	516.8	41.4	82.0	22.0	46.0
Grade 8	519.2	60.5	90.0	23.0	49.0

#### Math STAR Test Growth Report Based on 60 sgp-ile Fall 2018-19 to Spring 2018-19

	# of students Meeting Expectations	Median SGP	Spring Ave. Scaled Score	SS Point Increase Decrease	%-ile Rank	%-ile Rank Increase/Decrease
Gr.6	19/46	47	838	+13	78	-7
Gr. 7	27/47	64	911	+39	86	-1
Gr. 8	33/46	89	955	+67	87	+7
Total %	56.8% Meeting Expectations					

## Science MCAS Performance Data

### Student Achievement: Science

100% of GSA students will show improvement in science as demonstrated by the administration of the Science MCAS test. The goal is to receive a cpi over 90%.

#### 2017-18 MCAS Results Science

Grade	CPI	Median SGP	GSA % Prof or Adv	District % Adv or Prof	State %Adv or Prof
2017-18					
Grade 8	96.9	Not available	88.0	17.0	35.0

The MAGs for student achievement ensure that instructional curricula are aligned with their respective Massachusetts Frameworks and Common Core Standards. To evaluate GSA's progress toward meeting its MAGs for Student Achievement test items, as they are available, MCAS results are examined and analyzed for patterns in student responses. Students are given ample MCAS practice opportunities in digital and paper formats. Teachers also review student data from MCAS, STAR, class assignments, and other formative and summative assessments to inform

instruction. Although the STAR assessment was new to the district this year, the STAR testing results provide a plethora of information for teachers to plan and differentiate lessons appropriately to accommodate the range of student ability and skill. All teachers and students consistently evaluate and reflect on learning, understanding and metacognitive processes, during and after completing assignments. Formative and summative assessment strategies are used to continuously assess student performance and to adjust instruction.

Student work is collected in portfolios for review in similar assignments to assess patterns in student performance and adjust instruction. Implementation of effective questioning via the use of Bloom's Revised Taxonomy including essential questions and guiding questions, is included in lesson plans and on posted in classrooms. After school help is offered Tuesday through Friday and upon request. Teachers provided focused direct instruction of vocabulary in content areas as well as the implementation of a "Word of the Week." GSA continues the use of school-wide best practices: Cornell notes, graphic organizers, common writing strategies and rubrics, Pre-AP strategies, and a binder system with weekly binder checks. An on-line grading and messaging system is used to give students and parents 24/7 access to student progress.

Teachers participate in weekly Professional Learning Community Meetings and Common Planning Time Meetings to analyze data and to discuss ways to make cross-curricular connections. Struggling students are identified on a regular basis and interventions are put into place to help these students reach their full potential. When necessary other personnel: guidance counselor, adjustment counselor, and parents/guardian, administration, are included in this process. Teachers also participate in professional development that enhances content area knowledge as well as pedagogy for gifted and talented education. GSA also engages with community partners who offer services, workshops and other opportunities to GSA students.

### **Strengths for 2018-19:**

Academic achievement was an area of strength, particularly in ELA, as MCAS and STAR test results reflected high achievement coupled with high growth. Core teachers were successful in aligning instructional curriculums to respective Massachusetts Frameworks and the Common Core Standards. GSA teachers also worked with curricular departments to align with the WPS scope and sequence, where appropriate. Having the sixth graders for an extra year, compared with the make-up of students in the greater school, and allowed for more instruction of the Common Core Standards and acceleration in the content areas, especially math. Students were given numerous and ongoing opportunities for MCAS practice of reading, writing and answering responding to text and essay questions in all classes.

New generation MCAS scores in ELA remained high with 97.3% of students in all three grades Meeting or Exceeding Expectations. The median sgp-ile was 60.2, indicating a high growth rate coupled with high achievement, highlighting the eighth grade scores with 100% in the Exceeding or Meeting Expectations Categories.

On average, 86% of students were Meeting or Exceeding Expectations in Next Generation MCAS MATH. The median sgp-ile was 47.7 for all three grades combined, noting mean sgp-ile for grade eight was 60.5, with 90% of eighth grade students scoring in the Exceeding or Meeting Expectations categories.

Similarly, the STAR Test Results show strong growth in Reading. Based on a goal of a sgp-ile of 60; 69% of students are meeting this threshold in ELA.

MCAS Scores and STAR Test results in math show particularly strong growth in eighth grade with a spg-ile of 60.5. STAR testing results in math indicate 56.8% of students are meeting the goal of a spg-ile of 60.

Legacy MCAS scores in SCIENCE indicated 88% scored proficient or above on the science test, with a 96.9 CPI.

In addition, on the average, 69% of students were on the Honor Roll, first or second honors, for the first three quarters of the 2018-19 school year.

In April, based on the honor roll for the first three quarters of 2018-19, eighty-nine students, 63%, from all three grades were invited to apply to become members of Sullivan Middle School's chapter of the National Junior Honor Society.

Professional Learning Community (PLC) Meetings were used effectively to plan for implementation of Enrichment Clusters, to analyze data from MCAS, STAR and other assessments to inform instruction, to closely monitor students' academic status and to create interventions when necessary, and to collaborate in making and planning cross curricular connections. This year several articles were read and discussed on Social Emotional Learning.

Implementation of Enrichment Clusters continued to be a success in the 2018-19 school year, from both a student and teacher perspective. Enrichment clusters are designed for authentic learning through application of relevant knowledge, thinking skills, and interpersonal skills to the solution of real life problems. GSA scheduled the enrichment clusters during the weekly Gifted and Talented Class time, guaranteeing that time was devoted to the kind of learning that makes school enjoyable and engaging place.

Teachers were successful in executing one eight-week and one-six week sessions of enrichment clusters in the fall and spring, respectively. Among the topics offered were Kindness, Cardboard Creations, American Sign Language, Paw Pals, Scrapbooking, Knitting, Paper Flowers, Social Action, Maker Space and Creative Writing. Teachers have become comfortable stepping out of their comfort zones and offering topics with which they had limited expertise. This helped to increase the opportunity for students to take on the leadership and direction of the Clusters.

To further enrich students, teachers volunteered their time to offer afterschool clubs: Model U.N., MathTeam, Strategy Games, Outdoor Fun, Science Olympiad, and Yearbook. Each of these clubs allows for personal and academic growth for participants. The Math Team participated in one math meet this year.

Ten students attended the Worcester Regional Science Fair at WPI. Two students were awarded Honorable Mention Prizes and were invited to the State Science Fair. The Science Olympiad team of eleven students placed 19<sup>th</sup> out of 29 teams at the annual competition held at Assumption College on March 23<sup>rd</sup>. Two pairs of students won a 6<sup>th</sup> place prize, while three other pairs were awarded a 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> place prize.

One student's essay was chosen as a winning essay and the poems of five students were chosen as winning entries for the Re. Dr. Martin Luther King, Jr. Essay and Poetry Contests.



Twenty-eight members of Model U.N. Club from all three grades consistently won awards at three conferences, at Northeastern University, Clark University, and Worcester State University, including awards for Best Delegate, Best Position Papers, Best Public Speaking, and Best Negotiator.

Four students auditioned and two students were selected for participation in Massachusetts Music Educators Association Central District Festival, one for trumpet and one on voice. The festival took place over the course of three weeks with a final culminating concert, directed by guest conductors and made up of hundreds of students from central Massachusetts.

Community Partners also played a pivotal role in providing enrichment opportunities for GSA students. Each grade received a drama workshop from the Education director of the Hanover Theatre. Seventh grade were the beneficiaries of a school visit from Jeremy Lawrence, who played Scrooge, in the theatre's production. Mr. Lawrence shared his acting journey with the students and engaged them in a fantastic Q & A session. Ten students volunteered to speak to the audience at "A Christmas Carol" performance on behalf of the theatre to promote its Access to the art Program. Eighth graders enjoyed a workshop on Shakespeare and Thurgood Marshall and enjoyed a field trip to the Hanover Theatre to see a performance of "Hamlet" and "Thurgood."

GSA continued its partnership with Community Harvest Project by visiting and working at the farm in mid-September. Students experienced first-hand the challenge and hard work required to take care of farm fields, as well as how vegetables grow and how they look in raw form.

GSA's Partnership with Massachusetts Educational and Career Opportunities, Inc (MassEdCO) allowed for visits to local colleges for each grade: Worcester State University, Worcester Polytechnic Institute, and Clark University. In preparation for the trips, eighth graders attended a college fair and a Power Point about the college application process and a hands-on activity was presented by the representative from MassEdCO who works at South High School.

The fourth annual GSA Pride Night, which was followed by the Annual Ice Cream Social, was held during the evening on April 11th to promote Student Exhibitions of Learning. Approximately 39% of GSA students, with higher percentages in sixth and seventh grades, returned to school to showcase one piece of work of which they were proud to their families. Among these were science fair projects, Model U.N. position papers, essays, poems, science labs, art work, book shares, probability games, and musical compositions, and performances by small ensembles. The cafeteria was filled with excitement, pride, and enthusiasm. This evening also included the Ice Cream Social that was rescheduled three times because of inclement weather.

Teachers continued the use of the best practices: Cornell notes, effective questioning, Bloom's revised taxonomy, AVID and pre-AP strategies, Word of the Week, summary writing, and daily starters. A "binder system" was implemented four years ago along with a schedule for teachers to do weekly binder checks in an effort to help students become and stay organized. This binder system has worked very well and will be continued in future years. Anecdotally, more students come to class prepared with work and materials and fewer trips to lockers are necessary to retrieve these items.

In addition, all nine teachers took part in a one-day Summer Institute in August to prepare for the beginning of the 2018-19 school year. GSA students and teachers also continued to engage in a common read during the summer, which allowed for interdisciplinary projects during the first days

of school. Each teacher developed a syllabus and document expressing student expectations for each grade and class that was disseminated to parents on Know Your School Night or sent home with each student.

To encourage GSA students to become leaders in the 21<sup>st</sup> Century, thirty-six students, with representation from each grade and each advisory, took advantage of the opportunity to become Student Ambassadors. Student Ambassadors are asked to facilitate and help plan GSA events, such as the two Shadow Days for accepted 6<sup>th</sup> graders, Know Your School Night, the 9<sup>th</sup> grade social event, and to prepare ice breaker type activities for execution in advisories at the beginning of school.

At the end of the year Concert and Awards Nights in mid-June, 60 students received an academic award for having an average for the first three quarters of 2018-19 of 96% and above. Additionally, each teacher awarded one student from each of his or her classes an award of the teacher's choosing.

Multi-grade advisories continued to serve as homerooms with an equivalent number of sixth, seventh and eighth graders.

GSA also continued to off a social event to the current ninth graders to encourage contact and friendships with current GSA students in hopes of easing the transition to high school by recognizing familiar faces. Twenty-two ninth graders joined us for a game of trivia in late May. The ninth graders were dispersed among teams of even numbered teams of sixth, seventh, and eighth graders.

In addition, thirty-five seniors from six different high schools from the first GSA class of sixth graders returned to the middle school for breakfast in late May to congratulate them for their achievement and for attending GSA in its first year as an innovation school.

### ***Sustaining and Expanding Gains:***

*The ELA MCAS scores indicate success, proficiency, and growth across grade levels. As the New Generation MCAS test becomes more reliable over time and taking the test on Chromebooks becomes more standardized, we hope to see scores in all test areas increase. Similarly, the STAR Test Results show strong consistent growth in Reading/ELA. The STAR Test also makes a wide variety of information and individualized scores available to teachers for analysis. As teachers become more familiar with the assessment and its results, differentiation in lessons can become more targeted.*

*MCAS Math Scores and STAR Test results show strong growth in eighth grade. Seventh and sixth grade math results, respectively, are not as strong and continue to be of concern. Access to support from the greater schools' Instructional Coach is challenging because of time and other commitments. GSA is hoping that the procurement of an additional Instructional Coach will allow for more providing more resources and supports to these math classes. Also, the addition of third Chrome book cart, purchased with fund raising funds, will allow for more differentiation in math and other classrooms next year and for access to google accounts as teachers and students develop skills to collaborate using google docs, sheets, and slides.*

*The science scores indicate consistent growth based on the low number of students in the Needs Improvement category.*

*Students continue to be strongly encouraged to stay after school for extra help when their grades drop below 80%. The GSA guidance counselor worked closely with the staff to offer support to students and teachers in this effort as well contacting parents via phone, email or the messaging system of the online grading system. Student success will continue to be celebrated weekly, quarterly, and yearly in cooperation with SMS's PBIS programs and with Honor Roll acknowledgements. In addition, making connections between families and the Wrap Around Coordinator may facilitate additional support for the student and families, academically or socio-emotionally.*

*Using data to inform instruction and protocols to examine student work are initiatives that continue to be implemented in GSA. Teachers continue to use the best practices with more fidelity and increase use of formative assessments with exit slips and pre and post testing for units of study. Teachers will also continue to analyze MCAS, STAR and other data to ensure that all students are being supported and challenged. Advisory teachers and classroom teachers will also continue to monitor students' academic progress on interims and quarterly report cards as well as serving to foster a safe and nurturing atmosphere for their advisees and students.*

***Reduction of proficiency gaps in areas of academic underperformance (not limited to MCAS) and non-academic disparities (such as access to AP/honors-level courses, art, civic engagement, and extra-curricular activities)***

**Parent Involvement**

100% of students' parents will be involved in school based activities, GSA events or programming.

*GSA Events and Activities are in addition to Sullivan Middle Events or Activities.*

A GSA Events calendar, created to outline information about upcoming events, procedures, reminders, and expectations, was distributed to parents during the first days of school. Teachers communicated with parents about positive student behavior and achievement, as well as socio-emotional concerns through the on-line grading system, parent conferences, monthly newsletters, phone calls and/or emails to communicate about upcoming GSA events. GSA also utilized a Connect-Ed account to deliver academy-wide phone messages and a phone app called REMIND. GSA also participates in direct and indirect services available to students and families at Sullivan Middle School.

Parent/guardian attendance at GSA events and activities was collected to assess the number of parents who attended or participated in GSA events and activities, such as Parent Teacher Organization (PTO) Meetings, volunteering for school functions: chaperoning field trips or other extracurricular activities, fund raising and serving as guest speakers for the Open House or Enrichment Clusters.

### 2018-19 Parent/Guardian Attendance at GSA School events

Know Your School Night (evening)	Gr. 6 -77%, Gr. 7-42%, Gr. 8 44 %; Overall 54%
Ice Cream Social (evening) – scheduled three times because of snow days	Gr. 6- 52%, Gr. 7 - 42%, Gr. 8 – 17% Overall – 37%
Mid- Winter Concert (school day)	Gr. 6 – 83%, gr. 7 – 90%, Gr. 8 15%
GSA Pride Night and Ice Cream Social (evening)	Grade 6 - 50%; 7- 50%, 8 – 27%%
Memorial Day Program (school day- Gr. 7 & 8)	24%
End of the Year Concert and Awards Night (June)	92%
GSA Fund Raiser (average for grades 6, 7, 8)	82% participation overall, 7% increase over the previous year

#### **Strengths for 2018-19:**

Involving parents in school-based activities was also an area of strength in 2018-19. The GSA PTO had an eighth grade and a seventh grade co-chair. Seven meetings were held at the school and parents who could not attend meetings were kept abreast of events, activities and initiatives via email communication. On the average eight to ten parents attended the meetings. with at least four or five sixth grade parents attending consistently. The group also worked diligently to support the annual fundraiser, which was a letter writing effort soliciting donations from friends, family, acquaintances, and other personal or business connections. The proceeds from the fundraiser allowed us to provide all but the end of year field trip, free of charge, to purchase a Chromebook cart, and a new Concert Bass Drum. Parents also served as chaperones for field trips to a concert at Mechanics Hall, Community Harvest Project, the Boston Museum of Science, the Tsongas Industrial History Center, Hanover Theatre, the Ecotarium and Broad Meadow Brook, college trips, Kimball Farm, and Boston.

100% of GSA students were enrolled in an online grading system, providing 24/7 access to students' grades and a messaging system, which facilitated communication with students, parents/guardians, and whole classes. Parents were assigned accounts, as login information and passwords were available up at Know Your School Night or mailed home to each parent at the beginning of the school year. Parents and students were also given the opportunity to sign up for REMIND, a cell phone app that allows for short reminders to be sent to enrolled recipients. A monthly newsletter was sent home in English and in translated hard copy to keep parents informed of GSA events and information.

Data was collected to monitor parent attendance at GSA events. A GSA Calendar of Events for families was created, collated with a similar calendar for Sullivan Middle School, and disseminated to parents at the beginning of the school year. With a GSA Connect Ed account, an automated phone call system, the Lead Teacher was able to inform and remind students and their families of upcoming events and activities. However, these calls do not reach about one-third of GSA families.

As a teacher-led initiative, an operations chart was updated to allow teachers volunteer for and to take on responsibility for various aspects of running the school. Creating the monthly newsletter, working with the Student Ambassadors, managing the entire recruitment process, creating Honor Roll and other awards for students, signing up for building permits, organizing field trips and events are among the roles and responsibilities taken on by the GSA teaching staff.

***Sustaining and expanding gains by:***

*GSA will continue efforts to reach out to parents and guardians to participate in the PTO and to attend GSA events.*

**Equitable Access**

The recruitment process eliminates subjectivity to ensure equitable access to all qualified students through a tiered lottery system. Random numbers were assigned to applicants who were placed on a wait list, which was designed and implemented to fill any open seats. In addition, several students were admitted who had previously been enrolled in area private schools.

With district cooperation, a targeted mailing is created to identify qualified students and invite them and their families to an Open House to share the mission, vision, and focus of GSA. Correspondence is sent to families in the home language: English, Spanish, Portuguese, Albanian, Nepali, Arabic and Twi. If a potential new student and his or her family is unable to attend the Open House, every effort is made to meet and provide another Information Session. Email communication is made with each family to facilitate and questions or concerns before final decisions are made. Students who have accepted admission attend one of two Shadow Days that are held later in the spring.

***Measures of Success:***

- 121 - Number of invitation letters to Open House
- 62 - Number of families who attended the Open House
- 63 - Number of students to applied to GSA
- 22 - Number of schools with students invited to apply, including two private schools
- 22 - Number of schools with students attending in the fall, including two private schools

Sixty-three applications were received from twenty of thirty-three Worcester Public Schools elementary schools and two private schools. As a result, fifty incoming 6<sup>th</sup> graders were admitted from these schools.

**Strengths for 2018-19:**

The recruitment process seeks to ensure equitable access to all qualified students through a tiered lottery system. Random numbers were assigned to applicants who were placed on a wait list, which was designed and implemented to fill any open seats. In addition, two students were admitted who had previously been enrolled in area private schools.

Applications were received from 63 of the invited 121 students all of the WPS elementary schools and two private schools. Incoming 6<sup>th</sup> graders were admitted from 20 of 33 elementary schools and the two private schools. Of those admitted, five declined the invitation to attend.

Recruitment of students for the 2018-19 school was a strong area for GSA, following the tiered lottery system. A targeted mailing was conducted to invite all of the district's qualified fifth grade students to apply to GSA. The mailing, included separate letters to parents and students in English and translated into seven languages, was sent to 121 potential sixth graders. An evening Open House was held to present the goals and focus of GSA. This event was very successful; 62 families comprised of parents and students attended. As a result, 51.2% applied to the academy.

Two Shadow Days were held on June 4<sup>th</sup> and June 6<sup>th</sup> for accepted incoming sixth grade students to help them feel comfortable about attending GSA the following fall. School bus service from applicants' elementary schools to GSA was coordinated for students attending the Shadow Days.

The racial and ethnic make-up of the GSA 2018-19 student body was represented by 48.5% White, 14% Asian, 14% Black non-Hispanic, and 22.6% Latino. 30.6% of GSA students are considered economically disadvantaged and 8% have 504 Plans or IEP, and 20% are Former English Language Learners.

***Sustaining and Expanding Gains:***

*Sustaining and expanding gains will be accomplished by continuing to use the tiered lottery system as it seems to have been successful in removing subjectivity from the process. However, as a result of the revisions to the innovation plan two years ago, the pool of students invited to apply to GSA was revised to include only those students with at least one advanced score. Based on the data provided by the district, GSA did not feel there were enough eligible candidates to fill the incoming class of 48, so the pool was expanded to include students who had both ELA and Math MCAS scores that were above 520. Hopefully, as the New Generation MCAS Test becomes more reliable, the pool of candidates' scores will also become more reliable. With the change, the number of applications and the wait list were more manageable, and those on the wait list will have a reasonable chance of gaining admission over the three years of middle school.*

*Additionally, it is important to provide translators at recruiting events to encourage non- English speaking parents and guardians to attend. Staff will continue to use the Student Support Process (SSP) to address student's academic and socio/emotional needs and as a protocol for identifying students who may be misplaced.*

***Measure of Success:***

Maintenance manageable number of applications from across the district and implementation of the approved recruitment process with fidelity.

## Part C: Innovation Plan Updates *(if applicable)*

Describe any revisions or updates made to the approved innovation plan during the 2018-2019 school year.

*Please note that substantive changes to the innovation plan, including any changes that would **require a new waiver or exemption** from the local teachers' union contract, require approval from the innovation plan committee, teachers in the school, and school committee.*

*Provide a description of any revisions or updates made during the 2018-2019 SY. Be sure to include when implementation of these revisions or updates began or will take place.*

*Goddard Scholars Academy did not make any revisions or updates to the innovation plan in the 2018-19 school year.*

## **Part D: Renewal** *(if applicable)*

### ***Innovation schools or academies seeking renewal***

Provide a brief status update. Descriptions should include the timeline for submitting a renewal application to the school committee for a vote. If the innovation school or academy recently completed the renewal process, please submit the new or revised innovation plan via email to [bstewart@doe.mass.edu](mailto:bstewart@doe.mass.edu).

The authorization and renewal of innovation schools and academies occurs at the local level. The renewal process as outlined by the innovation schools statute <https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter71/Section92> identifies a four step renewal process outlined for you below.

#### **Step 1: Convene Stakeholders**

School leadership convenes the stakeholder group. Stakeholders include, but are not limited to, administrators, teachers, school staff, parents & external partners, as applicable. Stakeholders discuss whether the innovation plan requires revisions and solicits recommendations as to what the revisions should be.

*These discussions should include the MAGs.*

#### **Step 2: Innovation Plan Revision Process**

School leadership and the superintendent consider recommendations made by the stakeholder group and jointly update the innovation plan as necessary.

#### **Step 3: Teacher Vote (if applicable)**

New waivers or exemptions from the local teacher's union contract must be approved by the teachers at the school. Two-thirds vote required for approval.

*This is the only time that teachers will have to vote.*

#### **Step 4: School Committee Vote**

Approval of the majority of the school committee as fully constituted shall be required to extend the period of an innovation school for not more than 5 years. If approval is not obtained, the school leadership and superintendent may revise the innovation plan and resubmit for a subsequent vote.

#### ***Renewal status updates.***

*Provide a timeline for when you will submit your renewal application to your school committee and when a school committee will be scheduled to occur. –OR– Provide the recently renewed innovation plan. If a description of any updates or revisions was not provided in Part C of this annual evaluation template, then they must be included here.*

Click or tap here to enter text.



***Innovation schools or academies not seeking renewal***

Briefly describe why the school and district have decided not to seek renewal and when the school will cease to operate under innovation status.

Click or tap here to enter text.