https://worcesterschools.zoom.us/j/81167803918?pwd=eEVXNXJUUWFkcjM5ei9mNFhsbVJZUT09
Passcode: 242818
Telephone:US: +1 929 205 6099 or +1 301 715 8592
Webinar ID: 811 6780 3918

The following items will be discussed at a virtual and/or in-person meeting of the Standing Committee on Teaching, Learning and Student Supports to be held on Tuesday, May 10, 2022 at 4:45 p.m. in Room 410 in the Durkin Administration Building:

gb #1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick   (November 9, 2021)

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

c&p #2-4 - Clerk (February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

gb #2-56 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district.

(Consider these items together.)

gb #2-42 - Kamara/Novick   (January 26, 2022)

To consider developing a framework in the Worcester Public Schools to target mental and social emotional health and provide an update on the implementation of the health curriculum.

gb #2-108 - Mailman (March 22, 2022)

To consider Night Life updates regarding:

- workforce and extracurricular classes
- numbers of in person and remote classes
- partnerships and attendance data
- most popular programs
- current and future challenges

Committee Members

Molly McCullough, Chair
Susan Mailman, Vice-Chair
Jermoh Kamara

Administrative
Representative
Susan O'Neil, Ph.D.

OFFICE OF THE
CLERK OF THE SCHOOL COMMITTEE
WORCESTER PUBLIC SCHOOLS
20 IRVING STREET
WORCESTER, MA 01609

AGENDA #5

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a virtual and/or in-person meeting:

on: Tuesday, May 10, 2022
at: 4:45 p.m.
in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

I.   CALL TO ORDER

II.   ROLL CALL

III.   GENERAL BUSINESS

gb #9-327 -Administration   (October 7, 2019)

To consider answers to the fourteen Action Steps made by Mayor Petty and approved by the School Committee:

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.
2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.
3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.
4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.
5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversify Officer.
6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.

gb #9-327 (Continued)

7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.
8. Create a Superintendents Latino Advisory Committee
9. Quarterly/biannual reports on the progress of the Strategic Plan
10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals.
11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools.
12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.
13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.
14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects.

c&p #0-2 -Clerk   (January 2, 2020)

To consider a communication from Gordon T. Davis, Chair of the Education Committee, Worcester Branch NAACP, relative to a uniform districtwide policy on age appropriate touching.

c&p #0-13 -Clerk   (August 19, 2020)

To consider a communication from the Racism Free Worcester Public School Group regarding nine areas of concerns.

gb #0-125.1 - Administration/Mr. Foley (April 8, 2020)

Response of the Administration to the request to present comprehensive data showing the test scores for all student subgroups since these initiatives started. This data should show changes over the years, with a particular emphasis upon the WPS student subgroups targeted through SOA funding (Hispanic students, English Language Learners, and students with disabilities).

gb #1-53 - Mr. Monfredo/Miss Biancheria/Mrs. Clancey/Ms. McCullough/Ms. Novick (February 12, 2021)

Request that the Administration collaborate with community agencies, retired teachers and other groups, to study the feasibility of establishing a summer learning program to assist K-8 students.

gb #1-312 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 9, 2021)

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

gb #1-323 - Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick (November 19, 2021)

Request that the Administration provide an update on the use of Fountas and Pinnell Literacy Program in light of recent data.

c&p #2-4 - Clerk (February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

gb #2-42 - Kamara/Novick (January 26, 2022)

To consider developing a framework in the Worcester Public Schools to target mental and social emotional health and provide an update on the implementation of the health curriculum.

gb #2-56 - McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district.

gb #2-61 - Mailman/Clancey/Johnson/Kamara/McCullough/Novick (February 7,9 2022)

Request that the Administration, before further expansion of pre k programming in WPS, include local non-profit early education and care partners in order to incorporate lessons learned and to avoid pitfalls of 20 years ago.

gb 2-94 – Kamara/Clancey/Johnson/McCullough/Mailman (March 9, 2022)

Request that the Administration provide an update on the Worcester Public School's opt-in and opt-out options regarding the sex education curriculum and provide the full scope of program per grade level and information regarding the hiring of staff.

gb #2-108 - Mailman (March 22, 2022)

To consider Night Life updates regarding:

- workforce and extracurricular classes
- numbers of in person and remote classes
- partnerships and attendance data
- most popular programs
- current and future challenges

IV.   ADJOURNMENT

Helen A. Friel, Ed.D.
Clerk of the School Committee

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, May 10, 2022

ITEM: Ms. McCullough/Mrs. Clancey/Mr. Monfredo/Ms. Novick   (November 9, 2021)

ITEM:

Request that the Administration explore utilizing virtual tutoring services for the students of the WPS.

PRIOR ACTION:

11-18-21 - Ms. McCullough requested that the Administration provide a report at a meeting of the Standing Committee on Teaching, Learning and Student Supports.
It was moved and voice voted to refer the item to the Standing Committee of Teaching, Learning and Student Supports.

1-18-22   STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Ellen Kelley stated that City View, Flagg Street and Norrback Avenue Schools will be utilizing Catapult Learning and the Ignite Program will be used at Quinsigamond Avenue School beginning in February. The programs are being funded by the One 8 Program and through DESE. The programs focus on foundational reading skills, are all virtual and will be held after school. The Catapult Learning Program at Flagg Street School will take place in the evening hours with assistance from families. Dr. Sippel stated that the district has just begun looking at tutoring services at the secondary level. They did meet with representatives from Paper Education Company, but are also exploring other options.

BACKUP:

Annex A (2 pages) contains a copy of the Administration's response to the item.

PRIOR ACTION (continued)

1-18-22 - Bruce Duncan, representing Paper Education Company, presented an overview stating that it is a twenty-four hour platform with unlimited essay review and is currently available in four languages, English, Spanish, French and Mandarin. Students would be able to receive annotated feedback from tutors and is accessible on all platforms. Teachers are trained to apply the Socratic teaching method.

He provided a demonstration of the program detailing the different search methods for students including typing in a question or logging in with a tutor. Tutors will not be sharing answers with the students. Files can be uploaded and assessed by the tutor for review and returned back to the student within 24 hours with feedback from the tutor. WPS teachers can access their student's usage and tutor comments.

Chair McCullough was impressed with the 24/7 availability and the variety of subject areas. She asked if the Administration could explore piloting the program for one grade or a certain subset.

Superintendent Binienda stated that the company does not prefer to do a pilot and that the cost would be over 1.4 million dollars and would have to go out for bid.

Lydia Rodriguez, Assistant Superintendent of Springfield Public Schools, stated that Springfield has been using Paper for over four years and teachers are also using it in the classroom allowing them to work with smaller class groups. She stated that it has been very helpful with staffing shortages and provided equity to learning and acceleration.

Vice-Chair Mailman asked if the elementary teachers suggest the tutoring or do the students ask for the help. Ms. Kelley stated that all three principals meet with the project managers and receive input from the teachers, but families also can request the extra help.

Ms. Kamara asked if there is any video component with Paper and Mr. Duncan stated that most students preferred the anonymity and video could pose a privacy issue.

(the following motions were considered together)

Chair McCullough made the following motions:

Request that the Administration provide an update in March on the Catapult and Ignite tutoring programs in the elementary schools.

Request that the Administration continue a conversation with Paper and explore what the opportunities are for utilizing their virtual tutoring services and consider sending out a bid for comparison and provide an update at the February 8, 2022 meeting of Teaching, Learning and Student Supports.

PRIOR ACTION (continued)

1-18-22 - Ms. Kamara made the following motion:
Request that the Administration provide a report on the elementary quadrants' use of Catapult and Ignite.
On a roll call of 3-0, the motions were approved.
On a roll call of 3-0, the item was held for the meeting of February 8, 2022.

2-3-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.
Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.
Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.
On a roll call of 3-0, the item was held.

2-17-22 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.

2-8-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Superintendent Binienda stated that she met with Mr. Duncan regarding a pilot for grades 9-12.
Vice-Chair Mailman requested that an update be provided with the scope and cost of the program.
On a roll call of 3-0, the item was held.

2-17-22 - SCHOOL COMMITTEE MEETING - The School Committee approved on a roll call of 7-0, the action of the Standing Committee as stated.

3-15-22 STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
Ellen Kelley, Manager of Instructional and School Leadership, stated that Catapult and Ignite programs have allowed for one to one and four to one instruction on a consistent basis. There is no data available because Catapult just began and a walk through with Ignite and the One8 Foundation is scheduled for March 23, 2022. The Catapult program is done in twelve week blocks which will take students through the end of the school year. Depending on funding, the district is planning on using one or both of the programs for the summer school programs. She also stated that Catapult tutoring is done during after school and Ignite is during the school day.
Chair McCullough asked if there were any challenges encountered regarding Flagg Street School using the program at night and Ms. Kelley stated that other than a few technical issues in the beginning, the families reported that the program was going well.
Member Kamara requested that a chart be created containing the information on Catapult and Ignite and Ms. Kelley stated that she has that chart and will provide that information.
On a roll call of 3-0, the item was held.

PRIOR ACTION (continued)

3-15-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPPORTS
Ellen Kelley, Manager of Instructional and School Leadership, stated that Catapult and Ignite programs have allowed for one to one and four to one instruction on a consistent basis. There is no data available because Catapult just began and a walk through with Ignite and the One8 Foundation is scheduled for March 23, 2022. The Catapult program is done in twelve week blocks which will take students through the end of the school year. Depending on funding, the district is planning on using one or both of the programs for the summer school programs. She also stated that Catapult tutoring is done during after school and Ignite is during the school day.
Chair McCullough asked if there were any challenges encountered regarding Flagg Street School using the program at night and Ms. Kelley stated that other than a few technical issues in the beginning, the families reported that the program was going well.
Member Kamara requested that a chart be created containing the information on Catapult and Ignite and Ms. Kelley stated that she has that chart and will provide that information.
On a roll call of 3-0, the item was held.
4-7-20 - SCHOOL COMMITTEE MEETING – The School Committee approved the action of the Standing Committee as stated.
4-12-22 - STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
On a roll call of 3-0, the item was held.
5-5-22 - The School Committee approved the action of the Standing Committee as stated.

The virtual tutoring project has provided a unique opportunity to support students in a new, and non-traditional way. Currently we have five schools involved in this project. Our participating schools vary in size and scope of the project. Our participating schools include: Quinsigamond, Flagg, City View, Norrback, and most recently we added Clark Street Community School to the project. We have continued to use two companies, Ignite and Catapult Learning as our providers. Each program provides face to face tutoring for selected schools and students, Students meet in either in small groups or in 1-1 settings. Some schools provide time during the school day, others during the after school program, and others provide tutoring in the evening. The feedback to date has been extremely positive and in the short time these sessions have been under way, schools have seen notable gains in foundational reading skills.

Below is a recap for each site:

City View: Principal Tremba reports that the program has been well-received and successful. The school has increased attendance to 40 students involved in the after school, virtual, Catapult Learning, tutoring project. Principal Tremba reports that students enjoy going and anticipates increased academic achievement for all the students and has seen skills improving daily. City View is utilizing Catapult Learning where students are tutored in groups of 4-1. Principal Tremba would like to continue with virtual tutoring next year if the district is able to support this initiative.

Flagg Street: Tutoring takes place in the evening with parents ensuring their children's attendance. In the beginning there were some technical issues which Catapult addressed immediately. As of now families are reporting to the principal that the program is going well. Principal Labuski feels students are making progress and believes the program is most beneficial. Catapult Learning is used with a 4-1 ratio and provides students with small group support and also the opportunity to work together. The school would like to continue with the program next year.

Norrback: Presently, Principal Troiano reports that Norrback has 27 students participating in their tutoring program. The school had a delayed start, and has only been up and running for one week. They report that Catapult Learning has been a great help in providing materials to families and working out technical difficulties. The school is looking forward to analyzing their data to see the students' progress.

Clark Street: At the request of Principal Dukaj, Clark St. School was added for a final 12 week session. Principal Dukaj received positive feedback from other school leaders involved in the project and wanted this program for his school. Clark Street is launching their program on Monday, March 14. The virtual tutoring will take place during the after school program and will provide a 4-1 ratio.

Quinsigamond: Dr. Keu reports that the virtual tutoring project at Quinsigamond Elementary School has made immediate and significant gains in the short time they have been in operation. The Quinsigamond tutoring program is unique, as they are using Ignite as a provider, and 1-1 tutoring takes place at specific times during the literacy block for second graders. Students receive skill building on foundational reading skills each day. This innovative program has been brought to the Worcester Public Schools by the One8 Foundation. The One8 foundation will be visiting Quinsigamond School on March 23. Here is a video of an example: Ignite Tutoring

Elm Park Community: Dr. Donohue reports the program got off to a great start. Elm Park was chosen as an additional Ignite tutoring site with funding from One8 Foundation. Tutoring will take place until the end of the year.

Burncoat Preparatory School: Dr. Fan Fan reports the program got off to a great start. Elm Park was chosen as an additional Ignite tutoring site with funding from One8 Foundation. Tutoring will take place until the end of the year.

Tutoring, Spring, 22		
School	Model	Number of Students
Ignite Tutoring		
Quinsigamond	One to One Tutoring Remote During the school day Students meet with their tutor in classroom or other designated space	30 plus
Elm Park Community	One to One Tutoring Remote During the school day Students meet with their tutor in classroom or other designated space	25 students
Burncoat Prep	One to One Tutoring Remote During the school day Students meet with their tutor in classroom or other designated space	25 students
Catapult Tutoring		
Flagg Street	Four to One Tutoring Remote Evening: At Home Three sessions a week for 40 minutes Start Date: Week of Feb. 6	20 Students
City View	Four to One Tutoring Remote After School Program Three sessions a week for 40 minutes Start Date: Week of Feb. 6	36 Students
Norrback	Four to One Tutoring Remote After School Program Three sessions a week for 40 minutes Start Date: March 1	27 Students
Clark Street School	Four to One Tutoring Remote After School Program Three sessions a week for 40 minutes Start Date: MarchTB 14	TBD

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, May 10, 2022

ITEM: Clerk (February 9, 2022)

To consider a communication from a citizen regarding the addition of elementary school librarians.

PRIOR ACTION:

2-17-22 -   Jody Chapdelaine requested that school librarians be brought back into the WPS. She proposed the formulation of a ten-year plan which would include certified school librarians and volunteers in the thirty schools that do not have satellite librarians.
On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

4-12-22 -   STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT SUPPORTS
(considered with gb2-56)
Member Kamara requested that a report be provided regarding what the roles are for elementary librarian and a high school one.   Chair McCullough suggested that member Kamara file a separate item regarding the roles of librarians at both the elementary and secondary levels.
Ms. Chapdelaine asked what the next steps would be to get elementary librarians back in the schools and what elementary schools have library access.
Chair McCullough made the following motion:
Request that the Administration provide an update on library spaces in the elementary schools.
On a roll call of 3-0, the motion was approved.
On a roll call of 3-0, the item was held.

5-5-22 -   The School Committee approved the action of the Standing Committee as stated.

BACKUP: (Consider with gb 2-56.)

Annex A (2 pages) contains a copy of the Administration's response to the item.

Currently, the WPS does not have any elementary school librarians. Some elementary schools have parent/community volunteers that support teachers and student use of the library.

WPS schools that house a WPL satellite: Burncoat Prep, Goddard, Roosevelt (currently closed), Tatunck Magnet

The district is in the process of purchasing Follett Destiny software for library automation in the secondary schools. Because there are no elementary librarians, the district is not purchasing automation software for the elementary schools.

The bookmobile calendar for Libby can be found HERE

Some of the related work for secondary school librarians includes:
- Teaching library research classes, and other classes
- Maintaining and updating school websites
- Creating and distributing school newsletters to students and parents/caregivers
- Hosting before/after school book clubs and lunch group book clubs
- Fundraising to secure new materials
- Supporting/revising Summer Reading suggested book lists, project suggestions, and the district Summer Reading website
- Training on library automation software programs
- Responsible for the distribution/support/replacement of Chromebooks and support for teacher technology issues
- Supporting students with research/homework/school work help
- Provide a safe, and welcoming LGBTQIA+ friendly space for all students
- Host/run clubs including: Gay Straight Alliance, Poetry Club, Book Club, MUN Club
- Google Trainers
- Maintain hotspots
- I Safe Training for the building to maintain erate (Internet Safety, Digital Citizenship. Is required yearly)
- Train staff for Verizon Innovative Schools- work with ACP to provide discount internet to WPS families
- Professional development for teachers on the following topics: Google Workspace, Gale Databases, SORA
- ACCESS, MCAS testing, AP Testing, SAT testing - support to MCAS Specialist, proctoring, oversee make up testing, troubleshoot devices that are not working during testing
- Digital Citizenship
- Purchasing and maintaining collections
- Promoting monthly reading initiatives

- IT Liaison for entire building (projectors, printers, Chromebook fixing/distribution, teaching teachers how to use their mac and troubleshooting other issues they have with tech)
- Introducing books to reluctant readers (I've had a lot of success with this this year!)
- Providing book suggestions
- Taking active roles in school and district curriculum and leadership teams
- Provide assistance in locating information and developing search strategies skills.
- Create video tutorials on Gale Databases, Google tools, summer reading(book talks), etc. to support teachers, staff, and students.
- Textbooks - cataloging, distribution, tracking(sign in/out)
- Support the textbook online platforms: McGraw Hill, StudySync, etc.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, May 10, 2022

ITEM: Kamara/Novick   (January 26, 2022)

To consider developing a framework in the Worcester Public Schools to target mental and social emotional health and provide an update on the implementation of the health curriculum.

PRIOR ACTION:

2-3-22 -   School Committee Kamara made the following amendment to her item:
                   To consider developing a framework in the Worcester Public Schools to target mental and social emotional health **and provide an update on the implementation of the health curriculum.**
                   Mayor Petty requested that Dr. Castiel be invited to the Standing Committee meeting to discuss what is taking place throughout the city regarding mental health.
                   Superintendent Binienda stated that there is a framework that is being followed and a Multi-Tiered System of Support (MTSS) document for students on the district website and that she will forward it to the School Committee.
                   On a roll call of 7-0, the item as amended was referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (23 pages) contains a copy of the Multi-Tiered System of Support (MTSS).

MULTI - TIERED
System of Support
(MTSS)

Adapted from the Massachusetts Department of Elementary and Secondary Education Tiered Systems of Support
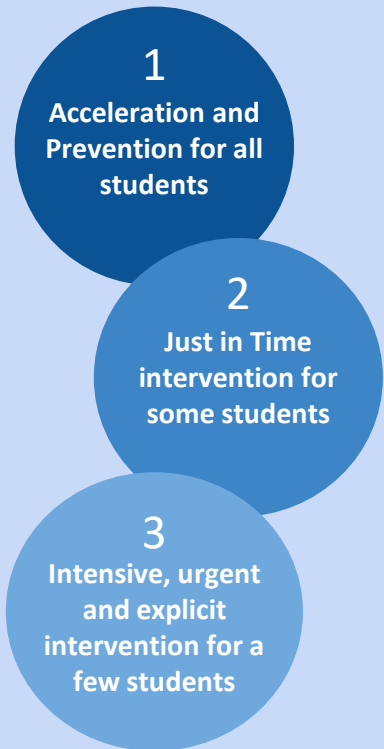
Table of Contents

What is MTSS?

According to the Every Student Succeeds Act (ESSA, 2015), multi-tiered systems of supports are "a comprehensive continuum of evidence-based, systemic practices to support a rapid response to students' needs, with regular observation to facilitate data-based instructional decision making.''

Harlacher et al. (2014) described six key tenets of the MTSS framework:

- All learners are capable of grade-level learning with adequate support.
- MTSS is rooted in proactivity and prevention.
- The system utilizes evidence-based Practices.
- Decisions and procedures are driven by school and student data.
- The degree of support given to learners is based on their needs.
- Implementation occurs schoolwide and requires stakeholder collaboration.

The current MTSS model in Massachusetts has been refined from previous versions. For example, this blueprint more explicitly focuses on equitable access, culturally responsive approaches, monitoring and assessment, high quality teaching and learning, organizational systems and universal design for learning (UDL) that fully integrates social emotional and behavioral interventions with academic interventions (Lane, Oakes, Cantwell, & Royer, 2016).

1
Acceleration and Prevention for all students

2
Just in Time intervention for some students

3
Intensive, urgent and explicit intervention for a few students

1

Tier 1-Universal
These are supports available to all students through a general education program. Inclusive practice, which is linguistically appropriate and culturally sustaining, is a cornerstone of tier 1. Inclusive practice is defined as "instructional and behavioral strategies that improve academic and social emotional outcomes for all students, with and without disabilities, in general education settings" (Educator Effectiveness Guidebook for Inclusive Practice, 2017).

2

Tier 2-Targeted
Tier 2 supports occur in addition to the supports that happen in tier 1 settings. These supports or interventions are generally provided in small groups and include additional opportunities to develop, learn and practice the skills necessary for success in core instruction or enrichment. These interventions are usually provided 3-5 days per week, are continuously monitored for improvement and adjusted as needed throughout the data cycle.

3

Tier 3- Intensive
Tier 3 provides more intensive support. These are often explicit, skills-based, focused interventions that occur individually or in very small groups. It is important to note that tier 3 is not synonymous with special education. Students with disabilities may not need tier 3 support and students not identified with a disability may in fact need tier 3 supports.

Why MTSS?

The Massachusetts Department of Elementary and Secondary Education (DESE) states that MTSS is "All students in Massachusetts are capable of success. While we lead the nation in performance on multiple measures, we still have students who are not experiencing the success they deserve.

Recent reports such as "Review of Special Education in the Commonwealth of Massachusetts: A Synthesis Report" by Hehir and Associates (2014) and "No. 1 for Some: Opportunity and Achievement in Massachusetts" by the Massachusetts Education Equity Partnership (2018) demonstrate the consequences of an inequitable education system for students with disabilities, students who are English learners, students living in poverty, and students of color in Massachusetts.

This is not because they can't or don't want to learn. We must recognize that many of our schools are not organized to meet the needs of all learners (Meyer, Rose & Gordon, 2014).

Although some students face barriers that have the potential to interfere with their ability to make optimal progress, there is evidence that schools and classrooms can raise student achievement despite these barriers (Hattie, 2018; Meyer, Rose, and Gordon, 2014).
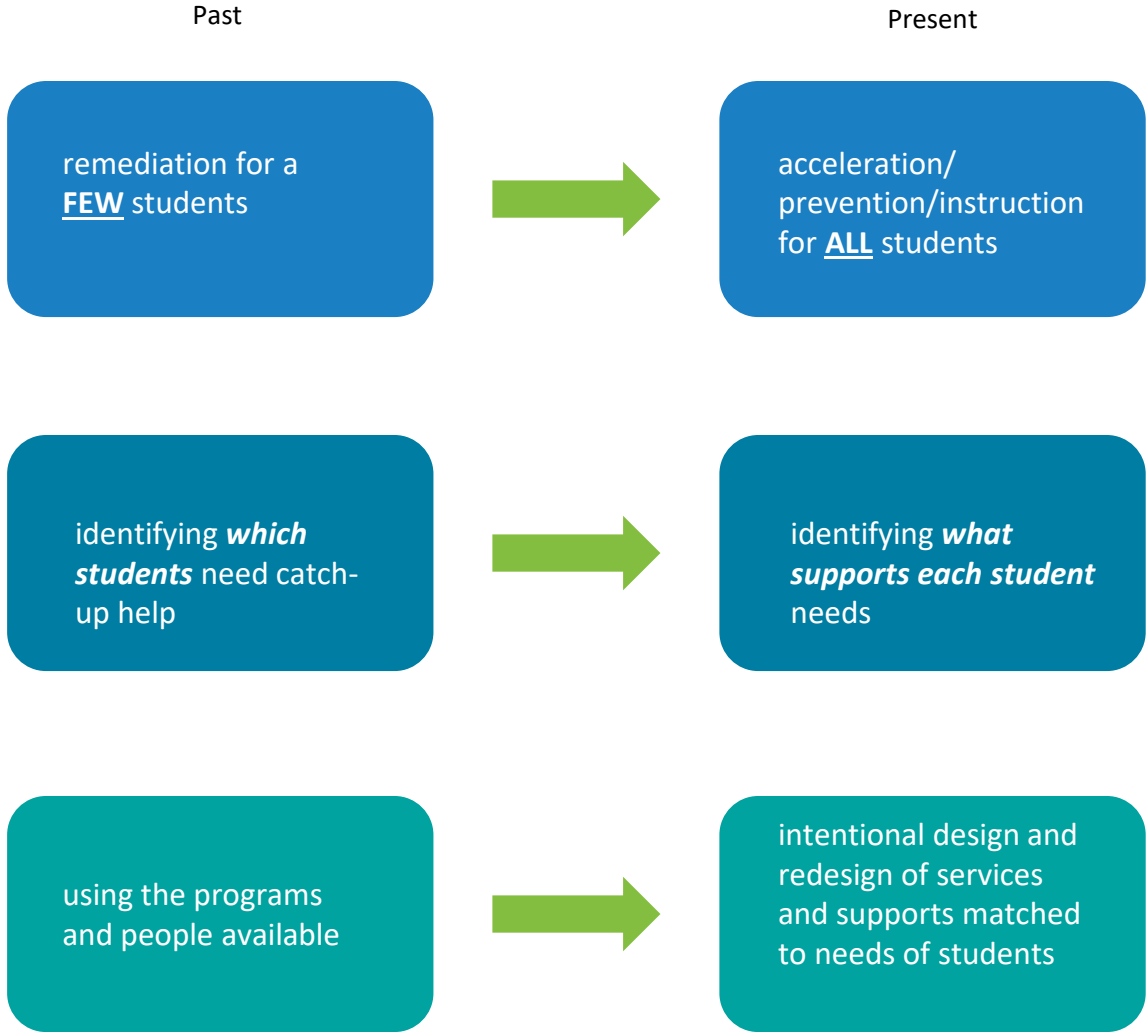
For example, through efforts such as wrap-around services, the use of evidence-based interventions, trauma informed practice, and strategies to engage all learners, schools have the ability to address factors that may impact student learning. Schools can minimize or eliminate barriers and improve student outcomes when they design equitable, tiered, universally-designed systems of support that address students' academics, behavior, and social emotional well-being in ways that are culturally sustaining.

MTSS is a system designed to meet the needs of all students by ensuring that schools optimize data-driven decision making, progress monitoring, and evidence-based supports and strategies with increasing intensity to sustain student growth. MTSS is not just about tiered interventions, but rather how all the systems in a school or district fit together to ensure a high quality education for all students.

To realize this success, multi-tiered systems must be supported by leadership, competency, and implementation drivers to ensure that all district resources and efforts are focused on supporting all students, who can and will learn and succeed with our support."

"Although students have various needs, MTSS allows them all to access rigorous and engaging learning opportunities in tier I as well as research-based supports in tiers 2 and 3."

MTSS Paradigm Shift

Past

Present

remediation for a **FEW** students

→

acceleration/ prevention/instruction for **ALL** students

identifying *which students* need catch-up help

→

identifying *what supports each student* needs

using the programs and people available

→

intentional design and redesign of services and supports matched to needs of students

5

Why Acceleration?

The COVID-19 pandemic has created unprecedented disruption to learning and schools are forced to confront inequities and gaps in student achievement and school performance like never before. Schools will be asked to focus on acceleration versus remediation. Remediation efforts often reinforce misguided beliefs that students cannot do grade-level work.

The acceleration approach to recovery is designed to give a focused and phased approach to supporting students as they begin the 2021-2022 school year.

As we begin to plan for the upcoming year we must work to create ideal conditions for students and overall school success.

These important school and district based priorities are listed below:

- Address longstanding inequities and opportunity gaps must be addressed
- Foster a sense of belonging and partnership among students and families
- Continuously monitor students' understanding of learning
- Ensure strong grade-appropriate instruction with just-in-time scaffolds when they are needed

The loss of learning due to COVID-19 is an area of great concern for all. While COVID impacted all learners it had an even greater impact on students of color, students with disabilities, and English learners. In order to accelerate growth schools must avoid well-intentioned, out of date remediation efforts. While acceleration efforts are not a guarantee, they will create far greater opportunities and growth than typical remedial efforts.

Education is forever changed… it can and must be better!

What is Remediation?

- Catch-up work that is often below grade level
- Based on discrete skill development not connected to "big and deep learning"
- Students often stay stuck and valuable time is lost pursuing small skills
- Widens and deepens inequities in achievement as students are exposed to low level, low yield skills

What is Acceleration?

- High quality grade-level content for all learners
- Quick pivots for learning through continuous checks for understanding
- Identification of the most important gaps and "just in time" instructional efforts to efficiently support accelerated student growth
- Address the inequities and opportunity gaps highlighted by the pandemic

MTSS Coherence Framework

High Quality
Teaching, Learning,
& Curriculum

Relational
Trust

Culturally
Responsive Practices

Social Emotional
Learning

LEADERSHIP
PRACTICES

INTENTIONAL
INSTRUCTION

Universal Design
for Learning

SPECIFIC
STUDENT
SUPPORTS

POSITIVE
CLIMATE
& CULTURE

Data for
Continuous
Improvement

Technology
& Innovation

Empowering
Families
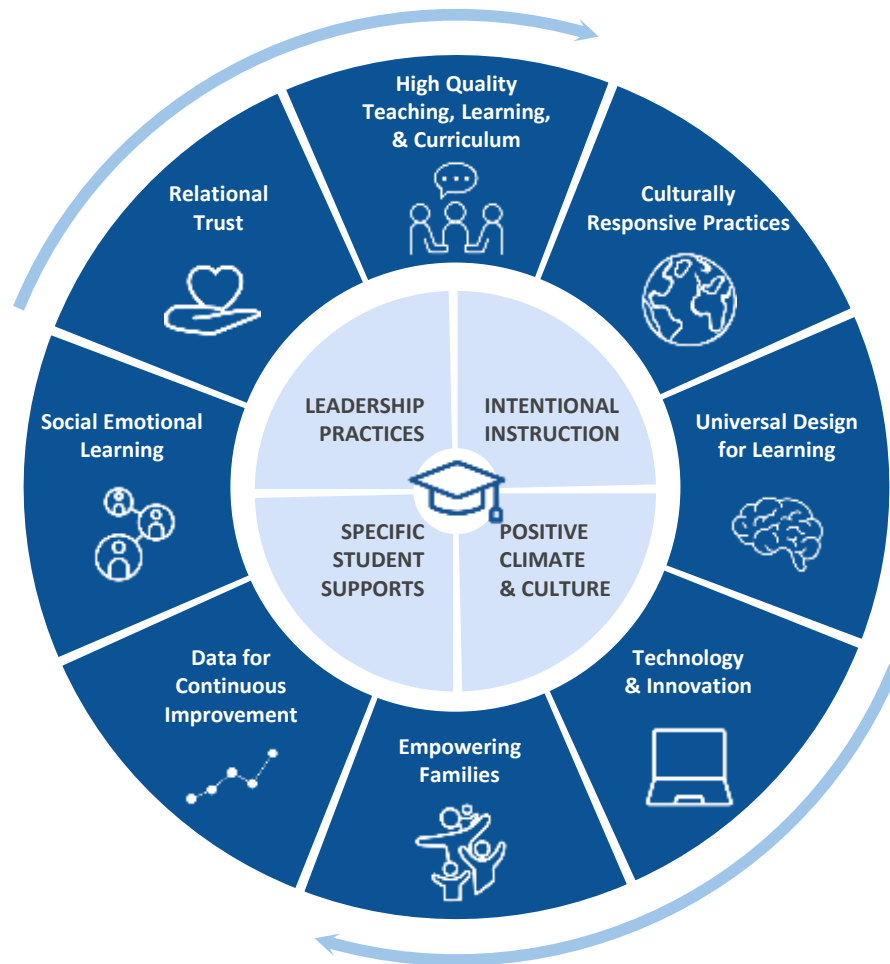
Worcester Public Schools
Multi-Tiered System of Support

Massachusetts Turnaround Practices

Turnaround Practice 1

Leadership, Shared Responsibility, and Professional Collaboration

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

- **Using autonomy and authority to improve teaching and learning**
  School leaders make strategic use of staffing, scheduling, and budgeting autonomy to focus work on implementing their turnaround plan or other improvement efforts to improve the quality of teaching and learning at the school.
- **Teaming, shared leadership and responsibility, and collaboration**
  Collective, distributed leadership structures and practices are apparent throughout the school building in the form of an active, well-represented instructional leadership team and grade-level and vertical teams. Administrators and teachers are jointly committed to and have assumed shared ownership and collective responsibility for improving student achievement.
- **Using teams, shared leadership, and a collaborative and trusting environment to accelerate improvement**
  Administrators and teachers (through teacher teams or involvement in an instructional leadership team) are actively monitoring and assessing the implementation and impact of key improvement strategies, use of resources, classroom instructional practices, and non-academic supports on student achievement.

Turnaround Practice 2

Intentional Practices for Improving Instruction

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

- **Defined expectations for rigorous and consistent instructional practices**
  School leadership has identified a clear instructional focus and shared expectations for instructional best practices that address clearly identified, student-specific instructional needs.
- **Administrative observations leading to constructive, teacher-specific feedback, supports, and professional development**
  There is a defined and professionally valued system for monitoring and enhancing classroom-based instruction across the school and for individual teachers. The system includes frequent observations of instructional practice and the impact of instruction on student work, team-based and job-embedded professional development, and teacher-specific coaching, when needed.
- **Teachers and teacher teams use student data to adapt and improve instructional strategies**
  Teachers use and analyze a variety of student-specific data to assess the effectiveness of their instructional strategies and practices and modify instruction

Massachusetts Turnaround Practices

Turnaround Practice 3

Student-Specific Supports and Instruction to All Students

The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.

- **Using data to identify student-specific academic and nonacademic needs**
  Administrators and teachers use a variety of ongoing assessments (formative, benchmark, and summative) to frequently and continually assess instructional effectiveness and to identify students' individual academic needs (e.g., content or standard-specific academic needs) in order to provide student-specific interventions, enrichment, and supports.
- **Providing targeted interventions and supports to students and monitoring for effectiveness**
  The school employs a system (structures, practices, and use of resources) for providing targeted instructional interventions and supports to all students, including the ongoing monitoring of the impact of tiered interventions and the ability to adapt and modify the school's structures and resources (e.g., time, staff, schedules) to provide interventions to students throughout the year.

Turnaround Practice 4

School Climate and Culture

The school has established a climate and culture that provide 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.

- **Shared behavioral expectations that support student learning**
  Administrators and teachers have clearly established and actively reinforce a set of behavioral expectations and practices that supports students' learning and efforts to increase student achievement.
- **Targeted and effective social-emotional supports and expanded learning opportunities**
  The school has identified and established and proactively provides effective social-emotional resources and supports and expanded learning opportunities for students in need of such supports and assistance.
- **Establishing a collegial, respectful, and trusting environment for staff and families**
  A climate of respectful collegial communication, relationships, and leadership has been established by leadership, teacher leaders, and teachers, thus allowing for a positive, productive, and collective effort to increase family engagement and student achievement throughout the school.

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Relational Trust

As school communities become increasingly more interdependent in response to the needs of diverse student populations, the need for trusting relationships between staff, students, and families is crucial. The collaborative nature of shared decision-making within school communities involving parents, school administrators, teachers, and students begs for the basic constructs of trust: care for others' well-being, integrity of word and action, open communication, reliability characterized by commitment, and professional competency (Tschannen-Moran, 2004). Fundamental to school communities is fostering family-school partnerships based on a foundation of trust (Tschannen-Moran, 2004; Walther-Thomas, Korinek, McLaughlin, & Williams, 2000).

Why are strong relationships important?
Strong relationships provide a foundation for student engagement, belonging, and, ultimately, learning. Deeper and more authentic relationships between students, families and their teachers, equates to better engagement and success in school.

How can schools strengthen relationships among students and staff?
The most important thing schools can do to foster these relationships is to have a culture that explicitly values one another, is inclusive and supportive. Educators that nurture relationships with students and schools that provide teachers and school staff with the time, space, and occasions to interact repeatedly with individual students, especially those that seem less engaged are those that thrive.

How should schools foster relationships between adults and students?
Schools must create frequent opportunities for engagement between staff and students, have fair and equitable, culturally and linguistically appropriate policies and an inherent belief in success for all. Frequent opportunities for students to provide feedback and input, inform and co-design school activities and policies offer a transparent, inclusive environment for students to learn, engage and grow.

Trust in Schools

Anthony S. Bryk and Barbara Schneider

- There is a statistical link between improvements in relational trust and increased student achievement.
- The absence of relational trust can severely cripple reform efforts.
- The relational dynamics of each school community significantly influences whether meaningful improvements occur.

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High Quality Teaching, Learning, & Curriculum (HQTLC)

This document provides guidance and a common language related to high-quality teaching and learning for all educators across grade levels and subjects in the Worcester Public Schools. It supports district initiatives such as Culturally Responsive Practices, Universal Design for Learning (UDL), technology enhanced instruction, and acceleration and turnaround practices, and directly attends to the needs of all student populations, including special education and English learners

The statements/indicators in each category characterize what high-quality teaching and learning means in the classroom and in every setting in which learners are present, during interactions among teachers and students and as students engage in learning.

Classroom Culture & Climate

This domain generally refers to the beliefs, perceptions, relationships, attitudes, and expectations that shape and influence every aspect of how a school or classroom functions. A strong classroom culture and climate embraces and celebrates learners' individual needs and strengths and includes racial, ethnic, linguistic, or cultural diversity as entry and access points to student learning.

1. All learners, regardless of their backgrounds or needs, feel a sense of belonging and experience inclusive, positive and respectful relationships between adults and students.
2. Educators and learners embody the belief that all students can improve and succeed and communicate expectations in flexible formats to maximize student understanding.
3. Educators and learners are actively and meaningfully engaged.
4. Routines, alerts, and other structures ensure the predictability of daily activities and transitions.
5. Educators encourage and support clear goals, established roles, responsibilities, and supports for individual, peer and cooperative group work.
6. Educators enact fair and respectful behavior management and use of consequences.
7. Educators promote intellectual risk taking and collaboration by enacting norms of respectful discourse and equip all students to know how to formulate and respond to questions and texts with an open mind.
8. Educators use technology thoughtfully to build a classroom community and promote meaningful interactions.
9. Educators recognize and respond to students' social and emotional needs.

Design & Delivery
of Standards-Based Curriculum, Instruction, and Assessment

This domain defines the characteristics of powerful and effective teaching, the facilitation of intentional and purposeful strategies or activities and the best ways that learning can happen in every classroom. High quality and rigorous teaching provides challenging, appropriate lessons anchored by quality curriculum, standards-based, grade-level appropriate instruction, and ongoing checks for understanding that are consistent across all k-12 classrooms in the Worcester Public Schools.

1. Lessons and assessments incorporate MA content standards and curriculum practices, are grade-level appropriate and cognitively rigorous.
2. Lessons develop students' academic excellence, cultural competence, and critical consciousness.
3. Learners are engaged in meaningful and content-rich thinking, dialogue, reading, and writing during every class period.
4. Educators communicate clear expectations, engage learners in discussions of what constitutes excellence, and use checklists, scoring rubrics, and multiple examples of annotated student work/performance examples.
5. Learners understand and can articulate learning goals and expectations.
6. Lessons include multiple components, including anticipatory activities (i.e., starters, bell ringers), direct instruction or mini-lesson, modeling or use of examples, individual work, collaborative work, opportunities for review and practice, and use of varied types of questions.
7. Educators consistently assess what students know and can do through diagnostic, formative and summative assessment (using anecdotal records, recall, performance, processes and products as well as multiple checks for understanding) and use that data to plan lessons, address students' needs and provide them with meaningful, timely and specific feedback.
8. Educators assess students' attainment of standards by using authentic, meaningful learner-driven activities and environments that recognize and accommodate learners' needs.
9. Educators integrate technology thoughtfully to make learning accessible, provide for meaningful student choice, and maximize engagement.
10. Educators anticipate varied learner needs and provide strategic scaffolds, including templates, graphic organizers, concept maps, and activities to support student sense-making and connections between new information and prior knowledge (i.e., including specially designed instruction for students with disabilities and English learners).

Agency & Engagement

This domain defines the role of learners in their own education and advocating for themselves. Strong agency and engagement happens when learners have input on what and how they learn, have access to authentic learning experiences and pathways for success, and set and monitor ambitious goals. Schools must challenge, inspire and set ambitious learning goals and create meaningful learning experiences for all learners.

1. Educators develop learners' sense of agency and advocacy by tapping learners' unique learning experiences, strengths and needs and using these to deepen what they know and can do.
2. Learners participate in the design of classroom activities, academic tasks, and authentic learning experiences that tap real-world problems and issues for audiences that can benefit from their work and nurture their imagination.
3. Educators involve learners, where and whenever possible, in setting their own personal academic and non-academic goals that inspire confidence and ownership of learning.
4. Learners develop their perseverance by monitoring their progress toward goals, developing plans and strategies for reaching them, and revising their work to improve its quality.
5. Educators provide learners with multiple opportunities for self- and peer-assessment, and encourage them to seek feedback from authentic audiences.
6. Learners develop their self-awareness, self-regulation and management by identifying their emotional and academic readiness to learn, addressing obstacles to their learning, engaging in self-monitoring as they learn, advocating for their learning needs, and seeking emotional support when needed.
7. Learners develop their social awareness, responsible decision making and tolerance for ambiguity by engaging in strategic collaborative activities that involve experimentation, exploration, open-ended problem-solving and design thinking.

Culturally Responsive Practices

Learner centered culturally responsive education simultaneously upholds high standards for academic excellence and cultural competence. It honors the strengths, cultures, lives, and experiences of all students and provides them with meaningful and authentic learning experiences.

> **Culturally Relevant Teaching**: A philosophical mindset and teacher actions **"*that empowers students to maintain cultural integrity, while succeeding academically.*"** (Ladson-Billings, 1995)

Three key tenets, or principles, that guide teachers' instruction, leadership actions, and district systems, policies, and resources:

1. **Academic Excellence:** A commitment to high levels (e.g., grade-level or above) of academic excellence for all students.
2. **Cultural Competence**: Content and learning experiences wherein students maintain their cultural integrity.
3. **Critical Consciousness**: So that all students have the ability and opportunity to understand and critique the existing social order.

EMERGING PRINCIPLES FOR OUR *Theory of Action*

Adopting and having an **equity-oriented** framework and way of thinking is crucial.

1. Engaging with and working to change individual mindsets and behaviors in schools and in the district is important, achievable, and essential.
2. As district leaders, we **can** begin to examine and shift district policies, practices, and structures that may impact the ability of [schools – leaders – teachers] to implement equity-oriented actions.
3. We see school leaders and teachers as key players and stakeholders in (a) identifying structures and policies that influence and impact equity and (b) building capacity among and supporting changes in teacher and classroom actions.
4. We see the use of data (sharing, exposing inequities or the impact of structures) as a means of "seizing" the input of school-level leaders to inform this work, to generate urgency, and increase buy-in.
5. It is important that we strive to seamlessly integrate culturally responsive content and actions into the Leadership Network activities, so that this work is not seen as an add-on.
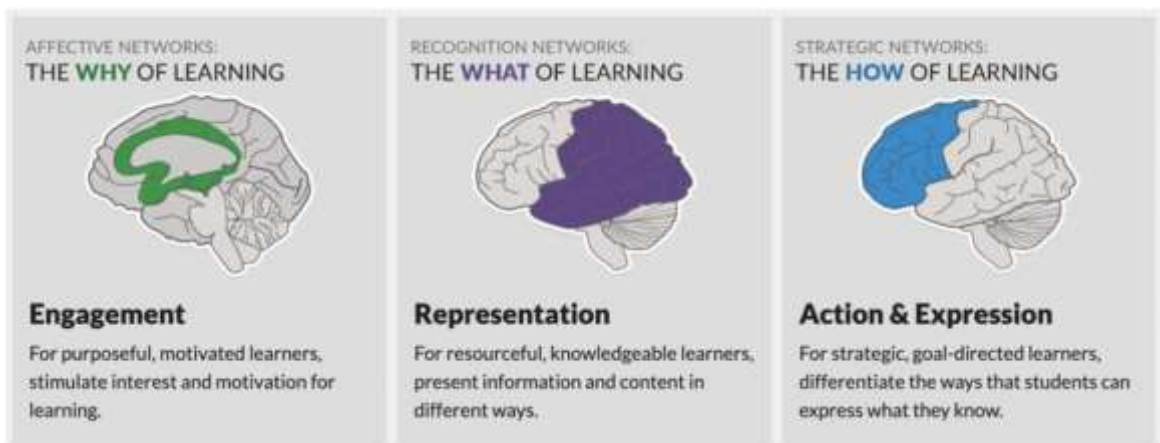
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Universal Design for Learning

Universal Design for Learning (UDL) is a framework to improve and optimize teaching and learning based on scientific insights into how humans learn.

Universal Design for Learning Guidelines

The UDL Guidelines are a tool used in the implementation of Universal Design for Learning. These guidelines offer a set of concrete suggestions that can be applied to learning design in any discipline to ensure that all learners can access and participate in meaningful, challenging learning opportunities. The UDL Guidelines are organized into three principles: engagement, representation, and action and expression. Each guideline has corresponding checkpoints that provide more detailed suggestions for learning design.

AFFECTIVE NETWORKS:
THE WHY OF LEARNING

Engagement

For purposeful, motivated learners, stimulate interest and motivation for learning.

RECOGNITION NETWORKS:
THE WHAT OF LEARNING

Representation

For resourceful, knowledgeable learners, present information and content in different ways.

STRATEGIC NETWORKS:
THE HOW OF LEARNING

Action & Expression

For strategic, goal-directed learners, differentiate the ways that students can express what they know.

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Engagement principle supports lesson designers in providing options for recruiting interest, sustaining effort and persistence, and self regulation

Representation principle supports lesson designers in providing options for perception, language and symbols, and comprehension

Action & Expression principle supports lesson designers in providing options physical action and expression and communication, and executive functions

Becoming Expert Learners: The Goal of UDL

Taken together, the UDL Guidelines lead to the ultimate goal of UDL: to develop expert learners who are resourceful and knowledgeable, strategic and goal-directed, purposeful and motivated.

To learn more: www.cast.org

Technology & Innovation

The Worcester Public Schools technology plan represents the District's vision and recommendations, based on the current technology status, critical components, and desired outcomes for instructional technology to support teaching and learning. This plan is a living document that is based on the Strategic Plan, National Ed Tech Plan and state priorities.

All learners will have engaging and empowering learning experiences in both formal and informal settings that prepare them to be active, creative, knowledgeable, and ethical participants in our globally connected society, guided by the ISTE Student Standards: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, and Global Collaborator. WPS is committed to maintaining access to tools and internet to support their learning and innovation for teachers and students.

Students leverage technology to take an active role in choosing, achieving, and demonstrating competency in their learning goals, informed by the learning sciences.

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

Empowered Learner

Digital Citizen

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

Global Collaborator

Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

ISTE Standards Students

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Creative Communicator

Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.

Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

To learn more:

WPS Technology Plan | WPS Strategic Plan | National Ed Tech Plan | ISTE Standards

Empowering Families

Families play a major role in implementing the MTSS Coherent framework. Parents and caregivers are encouraged to be actively involved and engaged in their children's education and to participate in all decisions regarding increasing supports, interventions and/or other related changes to their child's core curriculum to improve their academic and behavioral performance.

Questions educators should consider for caregivers in order to provide better understanding of the MTSS:

- What curriculum is being taught in my child's classroom?
- What are the targeted interventions that my child's school is using if he/she is struggling in the classroom?
- What are the benchmarks and goals my child's school is using for progress monitoring?
- How will I be informed of the progress my child is making?

What happens if an intervention is not working? Caregivers play a critical role in supporting what their children are learning in school. Research shows that the more caregivers are involved in student learning, the higher the student achievement.

There are many ways caregivers can support what their child is doing in school. Below are ways to support that should be shared with caregivers:

- Talk with your child about what they are learning in school
- Make reading an enjoyable, everyday habit at home for young learners
- Advocate for your child- ask questions, request accommodations and/or regular updates on performance
- Communicate with your child's teacher, school and principal
- Monitor day to day progress and assist with homework assignments
- Share your child's successes, strengths and needs
- Learn more about the curricula and interventions being used in your child's school
- Attend parent/teacher conferences and other school meetings about your child

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.

Below are Strategies for Sharing Power:

- Schools invite parents/guardians to participate in leadership committees (e.g., site council, MTSS leadership team, school improvement team, development of parent involvement policy and compact)
- Schools collaborate with parents/guardians in the development and implementation of behavior management plans

- Schools actively recruit diverse membership on all committees (e.g., socioeconomic, cultural and linguistic, race/ethnicity) Schools collaborate with PTA and other parent organizations to support positive student outcomes
- Schools provide opportunities for families to participate in the development of policies, programs, improvement efforts, and events (e.g.,Title 1, vision and mission statements)
- Schools provide opportunities for committee members to enhance their skills and knowledge to fulfill committee responsibilities (e.g., site council and diversity training)
- Schools include parents/guardians on committees (e.g., diversity council, school site council)

Data for Continuous Improvement

Plan-Do-Study-Act (PDSA)

Teams at all levels of the Worcester Public Schools (district, school, grade) use data to inform decision-making. We use the Plan-Do-Study-Act (PDSA) cycle of data collection, review, analysis and strategic action planning. District and school teams use a variety of assessment types and other data through the PDSA inquiry process to guide their decision-making and continually improve supports.

PLAN

Describe objective, change, being tested, predictions.
Needed action steps.
Plan for collecting data.

DO

Run the test.
Describe what happens.
Collect data.

STUDY

Analyze data.
Compare outcomes to predictions.
Summarize what you learned.

ACT

Decide what's next.
Make changes and start another cycle.

PDSA is a process teams use to solve problems in four main steps: (1) identify the problem and plan a solution; (2) implement the solution as intended; (3) measure the impact of the solution to determine if the impact met or exceeded the desired outcome; (4) and outline any necessary adjustments and next steps.

 Teams use multiple sources of data to plan, deliver, and improve supports across the system. Teams collaborate to identify academic, language, behavioral and social-emotional areas in need of improvement and then coordinate supports and interventions, timelines and resources needed. Additionally, Worcester Public Schools' teams use important disaggregated student data to identify disproportionalities and inform improvements to ensure systems are supporting equitable outcomes for every student.

Social Emotional Learning

Social and emotional learning (SEL) enhances students' capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL's integrated framework promotes intrapersonal, interpersonal, and cognitive competence.

Self-Awareness

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- Identifying emotion
- Accurate self-perception
- Recognizing strengths
- Self-confidence
- Self-efficacy

Self Management

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- Impulse control
- Stress management
- Self-discipline
- Self-motivation
- Goal-setting
- Organizational skills

Social Awareness

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- Perspective-taking
- Empathy
- Appreciating diversity
- Respect for others

Relationship Skills Relationship Skills

The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- Communication
- Social engagement
- Relationship-building
- Teamwork

Responsible Decision-Making

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- Identifying problems
- Analyzing situations
- Solving problems
- Evaluating
- Reflecting
- Ethical responsibility

To learn more: Casel.org

Continuum of Supports

ACADEMIC

- A commitment to accelerated, high level academic achievement, cultural competence and equitable learning opportunities for all learners
- Grade-level, standards-based instruction with appropriate scaffolds
- Meaningful and content-rich thinking, dialogue, reading and writing daily in all subject areas

SOCIAL EMOTIONAL

- All students will engage in high quality instruction that supports the development of a positive, inclusive and productive learning environment
- All students feel a sense of belonging and are valued through inclusive, positive and respectful relationships
- All students' well-being and social emotional needs are supported by a kind and inclusive school community

CULTURE & CLIMATE

- All students will be taught in a culturally responsive classroom where they are respected and valued for their individual strengths, skills, and contributions.
- An enacted belief among all staff that all students can improve and succeed

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Teachers will support students with...

Tier 1
- Evidence-based instructional strategies
- Multiple modalities (ie. manipulatives, templates, graphic organizers, concepts maps etc.)
- Student voice and choice
- Progress monitoring
- Checking for understanding
- Interim assessments
- Career & academic planning
- Meaningful feedback
- Use of digital tools
- Scaffolding
- Academic language and vocabulary development
- Academic discussion
- Independent learning through gradual release
- Co-creating learning experiences
- Meaningful engagement
- Building background knowledge
- Formative assessment

Tier 2
- Explicit targeted instruction
- Extended time for learning
- Tutoring /Small group instruction
- Continuous monitoring of progress
- Credit recovery opportunities
- Enrichment courses
- Testing accommodations
- Additional supports through the Student Support Process

Tier 3
- Systematic and explicit instruction
- Continuous corrective feedback, encouragement, and self-monitoring activities
- A variety of practice opportunities that coordinate with identified classroom skills
- Monitoring progress
- Intensive, daily instruction that fills in skill gaps that are causing difficulty
- Specialized programming that

School staff will support students with...

Tier 1
- Clearly defined universal expectations and supports
- Routines, alerts and other structures that increase predictability of daily activities
- Explicit, ongoing teaching of skills needed to meet universal expectations
- Evident active engagement
- Positive and fair behavior management systems
- Cooperative work
- Strategic seating
- Structured transitions and schedules
- Interest and Needs surveys
- Positive verbal feedback
- Visual cues
- Verbal reminders
- Positive verbal feedback
- Use of verbal de-escalation skills
- Positive learning environment
- Teaching universal supports for supports to self-regulate

Tier 2
- Check-in/check-out
- Social skills group to address targeted areas of need
- Organizational, coping and management skills lessons
- Counseling
- Enhanced Self-monitoring strategies
- Kinesthetic support
- Transition support
- Re-teaching of expectations

Tier 3
- Individual counseling
- Explicit goal setting, interventions and monitoring
- Strategy development
- Student specific, Individualized needs plan
- Stabilization
- Daily/Intensive support

School staff will create a classroom and school environment that...

- Sees students as a source of knowledge
- View elements of students' culture from an asset-based perspective
- Builds upon the experiences of students and people in their community
- Consciously and explicitly solicits students' insight and input
- Holds and maintains high standards for academic excellence
- Assumes that students have the capacity to meet and or exceed grade-level standards
- Builds curricula relevant to many aspects of student life/culture
- Adopts an inquiry stance to learn more about students, community, and culture
- Engages students in authentic and relevant performance tasks
- Honors the lives and experiences of all students
- Are designed to address gaps in students' learning
- Provide opportunities for students' short and long-term academic success
- Embed adaptations for the most diverse or vulnerable learners
- Embed community aspects or encourage community involvement

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Language Development

Our multilingual students bring an array of linguistic and culturally diverse assets to our district. High quality instruction for multilingual learners is culturally and linguistically sustaining while also promoting language development in English and other languages. Instruction for multilingual learners in WPS is guided by WIDA ELD Standards: 2020 Edition, World Language Curriculum Framework 2021, and the Guiding Principles for Dual Language Education.

The WIDA framework focuses on the integration of content and language development that provides a cohesive and contextualized language learning experience in all subject areas. The framework defines four key uses of language (inform, explain, narrate, and argue) that are cross-cutting and multidisciplinary. By focusing instruction in all content areas on the development of key uses of language, language learners grow in their ability to use language for disciplinary-specific purposes. WIDA's language performance definitions across six levels outline language development expectations that are essential to consider across all tiers of MTSS.

ENGLISH LANGUAGE DEVELOPMENT
WIDA ELD Standards Framework
is anchored by four big Ideas

EQUITY of Opportunity and Access

INTEGRATION of Content and Language

COLLABORATION among Stakeholders

FUNCTIONAL APPROACH to Language Development

LEARNING IN TWO LANGUAGES

Our bilingual programs utilize the Guiding Principles for Dual Language Education to align curriculum and instruction. In addition, through consultation with Dr. Patrick Proctor, the district established the following four key principles to guide instruction in bilingual programs, including dual language and transitional bilingual education:

- Focusing on language and metalinguistic awareness
- Embracing a multilingual perspective
- Taking a dialogic approach
- Utilizing multimodal supports

District Resources

Literacy

- District Literacy Plan
- Dyslexia Guidelines

English Learner

- WIDA ELD Standards Framework 2020
- Features of High Quality ESL instruction
- EL Intake and Identification Process
- Ellevation Strategies (internal use only, login required)

Social Emotional Learning
- Individualized TIered Support Flow Chart
- Video- SEL and Equity
- Series of videos to support teenage students through mindfulness practices
- Teacher Vision
- Resilient Educator

Instruction & Professional Learning

- High Quality Professional Learning (HQPLC)
- Worcester Public Schools PLC Guide

Special Education

- Video - IEP Process and Basic Rights
- Deaf Education Library - ASL literature, lessons, and other teaching materials.
- Resource Guides to The Massachusetts Curriculum Frameworks for Students with Disabilities
- Emotional Impairment and Social-Emotional Support

*This list will be continually updated, please check back.

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Worcester Public Schools, Multi-Tiered System of Support (MTSS) 2021

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, May 10, 2022

ITEM: McCullough/Clancey/Johnson/Kamara/Mailman/Novick (February 7, 2022)

Request that the Administration provide an update on library programs and the use of librarians throughout the district.

PRIOR ACTION:

2-17-22 -   On a roll call of 7-0, the item was referred to the Standing
             Committee on Teaching, Learning and Student Supports.
4-12-22 -   STANDING COMMITTEE ON TEACHING, LEARNING AND STUDENT
             SUPPORTS
             (considered with c&p 2-4)
             Member Kamara requested that a report be provided regarding what
             the roles are for elementary librarian and a high school one.   Chair
             McCullough suggested that member Kamara file a separate item
             regarding the roles of librarians at both the elementary and secondary
             levels.
             Ms. Chapdelaine asked what the next steps would be to get elementary
             librarians back in the schools and what elementary schools have library
             access.
             Chair McCullough made the following motion:
             Request that the Administration provide an update on library spaces in
             the elementary schools.
             On a roll call of 3-0, the motion was approved.
             On a roll call of 3-0, the item was held.
5-5-22 -   The School Committee approved the action of the Standing Committee
             as stated.

BACKUP: (Consider with c&p 2-4.)

Annex A (2 pages) contains a copy of the Administration's response to the
             item.

Currently, the WPS does not have any elementary school librarians. Some elementary schools have parent/community volunteers that support teachers and student use of the library.

WPS schools that house a WPL satellite: Burncoat Prep, Goddard, Roosevelt (currently closed), Tatunck Magnet

The district is in the process of purchasing Follett Destiny software for library automation in the secondary schools. Because there are no elementary librarians, the district is not purchasing automation software for the elementary schools.

The bookmobile calendar for Libby can be found HERE

Some of the related work for secondary school librarians includes:
● Teaching library research classes, and other classes
● Maintaining and updating school websites
● Creating and distributing school newsletters to students and parents/caregivers
● Hosting before/after school book clubs and lunch group book clubs
● Fundraising to secure new materials
● Supporting/revising Summer Reading suggested book lists, project suggestions, and the district Summer Reading website
● Training on library automation software programs
● Responsible for the distribution/support/replacement of Chromebooks and support for teacher technology issues
● Supporting students with research/homework/school work help
● Provide a safe, and welcoming LGBTQIA+ friendly space for all students
● Host/run clubs including: Gay Straight Alliance, Poetry Club, Book Club, MUN Club
● Google Trainers
● Maintain hotspots
● I Safe Training for the building to maintain erate (Internet Safety, Digital Citizenship. Is required yearly)
● Train staff for Verizon Innovative Schools- work with ACP to provide discount internet to WPS families
● Professional development for teachers on the following topics: Google Workspace, Gale Databases, SORA
● ACCESS, MCAS testing, AP Testing, SAT testing - support to MCAS Specialist, proctoring, oversee make up testing, troubleshoot devices that are not working during testing
● Digital Citizenship
● Purchasing and maintaining collections
● Promoting monthly reading initiatives

- IT Liaison for entire building (projectors, printers, Chromebook fixing/distribution, teaching teachers how to use their mac and troubleshooting other issues they have with tech)
- Introducing books to reluctant readers (I've had a lot of success with this this year!)
- Providing book suggestions
- Taking active roles in school and district curriculum and leadership teams
- Provide assistance in locating information and developing search strategies skills.
- Create video tutorials on Gale Databases, Google tools, summer reading(book talks), etc. to support teachers, staff, and students.
- Textbooks - cataloging, distribution, tracking(sign in/out)
- Support the textbook online platforms: McGraw Hill, StudySync, etc.

STANDING COMMITTEE: **TEACHING, LEARNING AND STUDENT SUPPORTS**

DATE OF MEETING: Tuesday, May 10, 2022

ITEM: Mailman (March 22, 2022)

To consider Night Life updates regarding:

- workforce and extracurricular classes
- numbers of in person and remote classes
- partnerships and attendance data
- most popular programs
- current and future challenges

PRIOR ACTION:

4-7-22 -   Ms. Seward, Coordinator of Night Life Programs, provided the
              following update:
              Sample of the Workforce Classes
              - 42 extracurricular spring semester classes running at
                Worcester Technical High School
              - 1 subcontracted online suite and 857 seven online certificate
                classes
              - 16 workforce development certification classes at Worcester
                Technical High School which include welding, electrical code
                and theory, plumbing code and theory and continuing
                education certificates
              - CDL training classes in collaboration with the Transportation
                Department
              - certified Clinical Medical Assistance Program and a
                phlebotomy class that roll into externships.
              - piloted a diesel technology training program

BACKUP:

The A (2 pages) contains a copy of information regarding the item.

PRIOR ACTION:

4-7-22 -

computer training classes,
- home improvement skills classes
- spring knife skills, which is a culinary skills class
- hoisting certification training
- municipal wastewater certification
- newly adding driver's education classes
- a new partnership with the Carpenters Union for fall training

Sample of Extracurricular Classes
- Quilting
- Knitting
- Flower Arranging
- Golf
- Yoga
- Crochet
- Photography
- Home Composting
- Aerobics
- Thai Chi

Sample partnerships
- Worcester Chamber of Commerce
- Mass Hire
- Worcester's Job Fund
- DESE
- Commonwealth Corporation.
- Millbury Training Center, which will begin in the fall
- UMass Medical and Reliance Medical
- National Health Careers Association
- Solar Welding, which is a grant funded partnership
- Eaton Corporation

Attendance Data
- 360 students have registered for the spring semester and the registration period is still in progress
- 26 students registered for the online suite

Most Popular Programs
- Skill programs like home improvement
- Welding
- Plumbing Code and Theory
- Electrical Code and Theory

Current and Future Challenges
- COVID was the number one challenge especially trying to get individuals to attend in-person program
- Funding
- Staff Capacity

On a roll call of 7-0, the item was referred to the Standing Committee on Teaching, Learning and Student Supports.

School Committee Points for Night Life:

I. <u>Workforce & Extracurricular Classes:</u>
    a. **42 classes at Worcester Technical High School and an online suite of 857 certificate classes through Centage (Ed2Go).**
    b. **Workforce Development/Certifications at Worcester Tech & South High: 16 total.**

***We are developing 2 new training programs for Fall 2022: **Carpentry** – in partnership with the Local 336 and **Electrical 101** – hands on component to the code & theory class.*

***We are adding **Drivers Education through AAA Driving** to our program offerings in Fall 2022.*

      i. Welding introduction (20 hour class)
      ii. ESOL Welding (40 hour class plus support)
      iii. Electrical Code &Theory (8 module program)
      iv. Plumbing Code & Theory (8 module program)
      v. Plumbing Continuing Education (IAPMO)
      vi. CDL Training Classes
      vii. Certified Clinical Medical Assistants
      viii. Phlebotomy
      ix. Diesel Technology Training
      x. Computer Training Classes (3)
      xi. Home Improvements Skills Class
      xii. Knife Skills
      xiii. Municipal Wastewater Certification
      xiv. Hoisting Certification Training

    c. **Extracurricular classes: 26**
      i. Quilting
      ii. Crochet
      iii. Knitting (3)
      iv. Photography
      v. Window Craft Workshop
      vi. Flower Arranging
      vii. Rubber Stamping
      viii. Culinary (2)
      ix. Home composting
      x. Start your Own Business
      xi. Golf
      xii. Oxygen Aerobics
      xiii. Yoga
      xiv. Tai Chi
      xv. Genealogy
      xvi. History

      xvii.   Conversational Italian (I&II)

     xviii.   Publish Your Own Book

      xix.   Conversational Spanish

      xx.   Online Music Classes – Piano and Guitar

II. **Partnerships:**
   a. Worcester Chamber of Commerce
   b. WPS Adult Education
   c. WPS Transportation Department
   d. WPS Innovation Pathways
   e. MassHire: WorcesterJobs Fund
   f. DESE
   g. Commonwealth Corporation
   h. Carpenter's Union – Millbury Training Center
   i. Electrician industry partners
   j. Plumber industry partners
   k. Diesel industry partners
   l. UMASS Medical
   m. Reliant Medical
   n. National Healthcareer Association

***We had **360 students register** for Worcester Technical High School classes and 26 register for our Ed2Go Classes so far this semester. (January through June 2022)*

III. ***Most Popular Programs: Skills Classes – community or certificate classes:*** **Electrical Code and Theory** – since we expanded the program offering to offer all Tiers each semester – we saw a large jump in enrollment. 106 students this semester up from 66 last semester. **Welding** – limited number of slots – we offer two sections and they usually fill up. **Plumbing Code and Theory** – also popular and the added continuing education classes have been well attended.

IV. Current and future challenges:
   a. **Funding:** We have revenue streams for classes and some classes make money, some break even and some lose money. We were successful with grant funding this year ($537,334) and are in process of applying for future grant funding.
   b. **Staff Capacity:** We run 10 months of classes and currently have 48 instructors. Since February 1, 2021 we were awarded 7 large grants. We currently have 1 staff for all program management, staff management and grant development & management.