

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

The School Committee will hold a virtual and/or in person meeting:

on: **Thursday, July 20, 2023**

at: 4:00 p.m.

in: Esther Howland South Chamber, City Hall

virtual:

<https://worcesterschools.zoom.us/j/82746440670?pwd=dmp4TnIxYThBdnhkZWQ1bm1hMjFFZz09>

Also accessible by telephone, to dial in call: +1 301-715-8592 or +1 305-224-1968

ORDER OF BUSINESS

**A. General Business Items taken in Executive Session**

gb 3-188 Administration

(July 13, 2023)

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Therapy Assistants Unit.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Aides to the Physically Handicapped, Monitors and Drivers Unit.

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Massachusetts Nurses Association for and on behalf of Worcester School Nurses.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Worker Compensation Settlement - Cafeteria Manager.

To discuss strategy with respect to litigation if an open meeting may have a detrimental effect on the litigating position of the public body and the chair so declares – Worker Compensation Settlement - Instructional Assistant.

To conduct strategy sessions in preparation for negotiations with nonunion personnel and/or to conduct negotiations with nonunion personnel – Superintendent of Schools, Dr. Rachel H. Monárrez.

To conduct strategy sessions in preparation for negotiations with nonunion personnel and/or to conduct negotiations with nonunion personnel – Manager of Special Education and Intervention Services – Kay Seale

**B. Call to Order**

**C. Pledge of Allegiance/National Anthem**

**D. Roll Call**

**E. Consent Agenda**

i. Approval of Minutes

AOR 3-17 Clerk

To consider approval of the Minutes of the School Committee Meeting of June 1, 2023.

To consider approval of the Minutes of the School Committee Meeting of June 15, 2023.

To consider approval of the Minutes of the School Committee Meeting of June 30, 2023.

ii. Approval of Donations

To consider approval of a general donation for the Special Education Transitions Program from Corrinne Henry in the amount of \$50.00.

To consider approval of a general donation for the Special Education Transitions Program from Anita Maurier in the amount of \$100.00.

To consider approval of a general donation for the Special Education Transitions Program from Matthew and Patricia Robert in the amount of \$49.00.

To consider approval of a general donation for the Special Education Transitions Program from Marilyn Martin in the amount of \$50.00.

To consider approval of a general donation for the Special Education Transitions Program from Jason and Tina Menard in the amount of \$249.00.

To consider approval of a mini grant donation to address Next Generation Learning Challenges from the Tide Foundation in the amount of \$4,860.

iii. Notification of Personnel Records

iv. Initial Filing of Individual Recognitions

v. Notices of Interest to the District or to the Public

**F. Items for Reconsideration****G. Held Item****H. Recognition**

gb 3-141.1 McCullough

(May 20, 2023)

To recognize the Worcester Technical & North High School boys' track team for winning the 2023 State Vocational Championship.

**I. Public Comment****J. Public Petition**

c&p 3-7 Public Petition

(June 22, 2023)

To consider accepting a \$5000 scholarship for the Paul Germain Jr. Scholarship Fund.

**K. Report of the Superintendent**

No Report of the Superintendent due to the Superintendent Evaluation.

**L. Reports of the Standing Committees**

AOR 3-16 Clerk

The School Committee's Standing Committee on Finance and Operations and the City Council's Standing Committee on Education met both virtually and in person on May 22nd, 2023 at 5:30 p.m.

The Standing Committee on Teaching, Learning, and Student Supports met both virtually and in person on June 12, 2023 at 5:00 pm.

The Standing Committee on Finance and Operations met in person on June 20, 2023 at 5:30 pm.

The Standing Committee on Governance & Employee Issues met in person on June 21, 2023 at 5:00 p.m.

The Standing Committee on School and Student Performance met both virtually and in person on June 26, 2023 at 5:00 pm.

**M. Student Advisory Committee Items****N. Approval of Grants and other Finance Items**

To consider approval of a prior year payment for mileage reimbursement to Nicole Kazarian for \$317.95.

To consider approval of the City of Worcester/Worcester Jobs Fund ARPA Job Training Program grant in the amount of \$100,000. This Grant supports job training and job preparation programs designed to support City of Worcester residents.

To consider approval of the City of Worcester/Worcester Jobs Fund ARPA Job Training Program in the amount of \$98,328. This Grant supports the Innovation Pathways Diver Education Program.

**O. General Business**

gb 3-176 Administration

(June 27, 2023)

To consider approval of the Job Description for VoIP System Administrator position; position approved in the FY24 Budget.

gb 3-177 Administration

(June 27, 2023)

To consider approval of the Job Description for the VoIP IT Technician position; position approved in the FY24 Budget.

gb 3-178 Petty

(June 14, 2023)

To conduct an evaluation of the Superintendent for the 2022-23 school year.

gb 3-179 O'Connell Novick

(July 8, 2023)

To send in public comment supporting the Massachusetts draft health and physical education standards before August 28.

gb 3-180 O'Connell Novick

(July 8, 2023)

Request the Vice-Chair conduct the election of the School Committee student member ex officio member after, and only after, \*all\* members of the Student Advisory Council are elected by their respective schools as per rule 54 of the Worcester School Committee; Further, request Vice-Chair conduct a random draw of Student Advisory Council members for School Committee mentors, so as to ensure the continued work of the Committee in representing all students in the district.

gb 3-181 O'Connell Novick

(July 8, 2023)

To consider conducting a self-evaluation of the School Committee as outlined by policy BAA in concert with the setting of 2023-24 goals for the superintendent.

gb 3-182 Mailman

(July 11, 2023)

To get an update from the Administration that includes the latest data related to homelessness and housing instability experienced by our students by district if possible.

gb 3-184 Administration

(July 12, 2023)

To consider approval of the Elementary World Cultures & Language Course.



gb 3-185 O'Connell Novick

(July 12, 2023)

To consider the reorganization of the support staff assigned to the School Committee, to include establishment of a full-time Clerk of the School Committee whose sole responsibilities shall involve work directly related to the operation of the School Committee and the conduct of its business.

gb 3-186 Administration

(July 12, 2023)

To consider approval of the Innovation School Annual Evaluation Reports for submission to the Department of Elementary and Secondary Education by August 1, 2023.

gb 3-187 Kamara

(July 12, 2023)

To review Worcester Public Schools bullying policy and data for the school year 2022-23.

**P. Announcements**

**Q. Adjournment**

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

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- L. Reports of the Standing Committees  
Clerk  
(July 12, 2023)

ITEM: AOR 3-17  
S.C. MEETING: 7-20-23

ITEM:

To consider approval of the Minutes of the School Committee Meeting of June 1, 2023.

To consider approval of the Minutes of the School Committee Meeting of June 15, 2023.

To consider approval of the Minutes of the School Committee Meeting of June 30, 2023.

PRIOR ACTION:

BACKUP:

Annex A (9 pages) contains the Minutes of the meeting held on 6/1/2023.  
Annex B (12 pages) contains the Minutes of the meeting held on 6/15/2023.  
Annex C (3 pages) contains the Minutes of the meeting held on 6/30/2023.

RECOMMENDATION OF MAKER:

File.

RECOMMENDATION OF THE ADMINISTRATION:

File.

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

The School Committee held a meeting on June 1st, both online and in Esther Howland South Chamber in City Hall. The meeting was called to order at 4:03 p.m. There were present: Vice Chair Johnson, Member Clancey, Member Mailman, Member Kamara, Member McCullough, Member O'Connell Novick, and Mayor Petty.

c&p 3-5 Public Petition

(May 4, 2023)

To consider approval of Honorary High School Diploma for Antoinette (Ginger) Rinaldi for her years of dedication to the Worcester Community.

The Worcester Public School Committee recognised Antoinette (Ginger) Rinaldi for her years of dedication to the Worcester Community with an Honorary High School Diploma. Mayor Petty spoke about Ms. Rinaldi's dedication to her church, to the city of Worcester, and the School Department. She worked at Forest Grove and retired from Doherty High School where she had developed the food program.

gb 3-150 Administration

(May 25, 2023)

To consider approval of the Worcester Public Schools FY24 budget.

Member O'Connell Novick made a motion to request the following reports back before the next meeting on the budget:

1. Changes in recommendations from Administration since the budget book was printed
2. Relative levels of vacancy in:
  - a. Teaching positions
  - b. Paraprofessional positions
  - c. Wraparound coordinator positions
  - d. School psychologist positions
  - e. School adjustment counselor positions
  - f. Custodial positions
  - g. Maintenance service positions
3. The realignment of the social emotional learning department
4. Updated school-by-school budgets, as those in the book do not have all expected-as-of-now assignments
5. The intent and the perceived need for the additional position in communications
6. Information regarding the efficacy of the climate and culture positions, including the deans.

Athletic Ordinary Maintenance - Fund Code: 500122-92000; pg. 223

Member Mailman inquired about streaming services, to which Mr. Allen replied that the streaming services were not a single line item, but were paid out of the revenue from Channel 11. Member O'Connell Novick asked how MIAA dues are calculated and the Athletic Director, Mr. Shea outlined that it is a formula dependent on school sports team offerings. Vice Chair Johnson inquired about EMTs and Athletic Trainers at sporting events. Mr. Allen

stated there would be a full response at the June 15th meeting. Member Clancey inquired about the additional middle school sports. Mr. Shea explained that the middle school principals were contacted to provide input on which sports they would like at their middle schools based on what sports are available at the high school level.

Member Kamara made a motion to request the Administration bring back a cost analysis for adding Athletic Trainers to the budget to help the Committee make a decision to move forward.

*On a roll call of 7-0, the Athletic Ordinary Maintenance section review was marked complete.*

Retirement - Fund Code: 500101-96000; pg. 220

Member Mailman asked for some insight into why there are such large increases and why the fund dates had changed from 2032 to 2038. Mr. Allen responded that calculations are made based on how much the city has to fund the retirement system in the upcoming year as well as the school district's contribution to fully fund the city's outstanding retirement liability.

*On a roll call of 7-0, Retirement was marked complete.*

Transportation - Fund Code: 540103-92000; pg. 221

Member O'Connell Novick asked what Line D. District Operated Transportation would include in future years. Mr. Allen responded that Line D. includes leases of buses, maintenance, fuel, and maintenance agreements on technology, so as the district purchases more of its own buses that line will reflect those costs in years to come.

*On a roll call of 7-0, Transportation was marked complete.*

Health Insurance - Fund Code: 500123-96000; pg. 225

Mayor Petty inquired about the 4.3% premium increases. Mr. Allen explained that the increases were because of ESSER offsets and vacancy factors.

*On a roll call of 7-0, Health Insurance was marked complete.*

Workers Compensation - Fund Code: 500129-96000; pg. 227

*On a roll call of 7-0, Workers Compensation was marked complete.*

Personal Services, Non Salary - Fund Code: 500130-92000; pg. 228

Member Johnson made a motion to receive an update on Line H. Security Guard Services.

Mr. Allen stated that an update would be provided the next day in the What's Happening newsletter.

Member O'Connell Novick made a motion to get a report that specifies what services are being provided on Line C. Physician Services & Pipeline Program.

*On a roll call of 7-0, Personal Services, Non Salary was marked complete.*

Special Education Tuition - Fund Code: 500132-92000; pg. 231

Member Mailman asked for clarification on the breakdown of the Collaborative budget per student, in and out of the district. Mr. Allen clarified that it was a tuition based assessment that gets paid to the collaborative depending on the program. Out of district tuition costs are further reduced by Circuit Breaker and that is the cost reduction reflected in the budget. The Director of Special Education, Kay Seale, added that blind and hard of hearing students are included in the out of district costs and added that Circuit Breaker has a formula to determine how much districts will receive per student.

*On a roll call of 7-0, Special Education Tuition was marked complete.*

Instructional Materials - Fund Code: 500-92204; pg. 233

Member Clancey raised concerns for the amount of funding per student for instructional materials as well as asking for clarification on what behavior monitoring software actually means. Superintendent Monárrez stated she had similar concerns that the amount per student was too low and that they would be looking at the numbers again to account for rising costs.

Chief Academic Support Officer, Annie Azarloza, explained that the behavior monitoring software is a universal screener called Panorama Education which gives data on which social emotional competencies students are struggling with.

Member Clancey made a motion for a report for more information on the behavior monitoring software Panorama Education.

Member O'Connell Novick made a motion to transfer \$600,000 from Transportation Salaries into instructional materials specifically to Line A which would give an additional \$25 per student making it \$100 total per student.

On a roll call of 7-0, the motions to receive a report on the Panorama Education software and to approve the transfer of \$600,000 from Transportation Salaries to instructional materials were approved.

*On a roll call of 7-0, Instructional Materials was marked complete.*

Misc. Education OM - Fund Code: 500136-92000, 500136-93000, 540136-92000; pg. 235

Member O'Connell Novick asked about the effectiveness of the Worcester Future Teachers Program and the decision making process for allotting parking rentals to schools. Chief Diversity Officer, Ivonne Perez, stated that while she cannot identify specific teachers in the district as coming from the Worcester Future Teachers Program at this time, there have been hires made from the most recent Worcester Future Teachers event at Worcester State. Mr. Allen added that some of these are very long standing parking rentals. The

determination is made by principals as a part of the resources allocation process and is based on the need for space and its availability nearby.

Member Mailman asked about the decrease in spending in Instructional Technology and the long term plan for some of some of the leases that the district has through the city. Mr. Allen stated that the decrease was due to chromebooks coming off their lease. Director of Educational Technology, Sarah Kyrizais, added that new leases for chromebooks would be spread out over the next four years rather than having one large cost at the beginning of the year. Mr. Allen added that conversations started that day with the City Manager to figure out a long term plan for the districts' buildings, replacement of buildings, renovation of buildings, uses of spaces, leases, and uses of Becker property to determine areas of priority.

*On a roll call of 7-0, Miscellaneous Education OM was marked complete.*

Unemployment Compensation - Fund Code: 500137-96000; pg. 239

Member Mailman asked for clarification on the anticipated decrease of expenditures in this area. Mr. Allen responded that this number is based on historical usage, not actual unemployment costs, and can be adjusted quarterly as needed.

*On a roll call of 6-0-1, (Mailman abstained) Unemployment Compensation was marked complete.*

Building Utilities - Fund Code: 500146-92000; pg. 240

Member O'Connell Novick asked for clarification on the meaning of the phrase "electricity net meter in credits" in Section B. Mr. Allen explained that the district essentially receives some portion of the solar savings from its solar units. The district then pays the city from those savings. The district also gets a portion of net metering credits savings from the landfill solar array and has been reconciling those credits with National Grid and applying those to the FY24 budget.

*On a roll call of 7-0, Building Utilities was marked complete.*

Facilities Ordinary Maintenance - Fund Code: 500152-92000; pg. 242

Member Mailman asked for the reason for the large increase in Line A. Facility Maintenance and the relation to the funding received from the city. Mr. Allen responded that the increase is a part of the attempt to close the gap in SOA spending. He added that generally the contract from the city would address any single project that is \$150,000 or less because that is the cutoff for what counts for net school spending. Anything above \$150,000 would go against the \$3.5 million contract and then they would talk about leveraging accelerated repair and so forth.

Member O'Connell Novick asked for clarification on the \$1.2 million increase over the FY23 budget that includes 1.7 million in specific school based building requests and if there is any prioritizing within the school based requests for maintenance repairs. Mr. Allen responded that last year \$1.2 million was added to this account, it's not taking away any funding, it's actually increasing funding from last year. Member O'Connell Novick then asked if there was

a way of calculating what a sufficient Facilities Maintenance budget would look like for the Worcester Public Schools. Mr. Allen stated the district would have to work through a backlog to get to a point where preventative maintenance and repairs could actually be completed. It would ultimately be an unrealistic number that could not be achieved during this Student Opportunity Act phasing.

Member O'Connell Novick asked what is needed in order to maintain the modern systems in the newer buildings. Mr. Allen responded that the modern systems will need continued funding in order to maintain their filtration systems.

*On a roll call of 7-0, Facilities Ordinary Maintenance was marked complete.*

Mayor Petty made a motion to recess into Executive Session.

*On a roll call of 7- 0, the motion was approved at 5:42 p.m.*

The School Committee reconvened in open session at 7:01 p.m.

The following items were considered together:

Approval of Minutes

AOR 3-12 Clerk

(May 25, 2023)

To consider approval of the Minutes of the School Committee Meeting of Thursday, April 27, 2023.

Approval of Donations

To consider approval of a donation of \$5,000 by the Family and Friends of Loi Huu Ha in the memory of a former Doherty High School student to develop the Loi Huu Ha Scholarship in order to keep his giving spirit alive and to help those achieve their dreams of pursuing a career in criminal justice. Two students will receive a \$2,500 non-renewable scholarship.

Notification of Personnel Records

The Superintendent has approved the personnel records provided in backup.

Initial Filing of Individual Recognitions

gb 3-139 O'Connell Novick

(May 20, 2023)

To set a date to recognize Brian Allen, John Hennessey, Mike Freeman, Sara Consalvo, and the Worcester Public Schools' Transportation Department for their 2023 Massachusetts Association of School Business Officials Donald D. Johnson Operational & Cost Efficiency Award on the successful move to full district operated student transportation.

gb 3-140 McCullough

(May 20, 2023)

To consider sending letters of congratulations to the following:

- A. The Worcester Technical High School Girls' Track team for finishing second in the state Vocational Runner Ups.
- B. Michael Mireku, a junior from Worcester Tech, for winning the gold medal in the High Jump, bronze in the Triple Jump, and fourth in the 200-Meter Run.
- C. Michael Gyimah, a junior from Worcester Tech, for winning silver in the

- 100-Meter and 200-Meter, and fourth in the Long Jump.
- D. Christian Agyekum, a sophomore from North, for winning the silver medal in the Triple Jump and Long Jump, and bronze in the 4x100 Relay.
  - E. Cyprian Ojatabu, a junior from Worcester Tech, for winning silver in the 400-Meter and bronze in the 200-Meter.
  - F. Phuc Ho, a junior from Worcester Tech, for winning silver in the Shot Put.
  - G. Isabella Generelli, a junior from Worcester Tech, for winning gold in the 800-Meter.
  - H. Ohemaa Ofosu, a junior from North High School, for winning silver in the 100-Meter and 200-Meter, and bronze in the Triple Jump.
  - I. Valerie Asare, a junior from Worcester Tech, for winning silver in the Long Jump and 400x100 Relay, and fourth in the 100-Meter.

gb 3-141 McCullough

(May 20, 2023)

To set a date to recognize the Worcester Technical & North High School boys' track team for winning the 2023 State Vocational Championship.

gb 3-144 Administration

(May 23, 2023)

To consider setting a date to recognize the Forest Grove Parents and Community for adding Softball and Baseball Programs to the school.

Mayor Petty made a motion to approve the consent agenda.  
On a roll call of 7-0, the items were approved collectively.

gb 3-99 Clancey

(March 23, 2023)

To set a date to recognize the Burncoat Dance Team taking home 2nd place in the state for both Jazz and Hip Hop at the 2023 New England Regional Competition and 1st place in the JV division for the very first time in the State Competition.

Member Clancey made a motion to hold dance team recognitions.  
On a roll call of 7-0, the item was held.

Public Comment

Micheal Cardin, Assistant Principal and Athletic Liaison at North High School, spoke about item gb 3-149. He expressed hope for a collaboration with Worcester Public Schools, the Worcester Public School Committee, and the City of Worcester to remodel the parcel of land in front of North High School into practice and game space for student athletes. He supported the development by explaining the challenges students face getting to and from practices and games when they are off the school campus. He also stated that participation has decreased and it is harder to field teams. The proposed remodel of the grass patch may help encourage future student athletes participation.

gb 3-129 McCullough

(April 28, 2023)

Member McCullough recognised Worcester Tech Student; Sindi Misliu who received the 2023 Outstanding Vocational Student Award from Worcester Technical High School. Sindi is one of 51 high school seniors from across Massachusetts to be recognized by the Massachusetts Association of Vocational Administrators (MAVA).



Member McCullough recognised Sindi Misliu as one of 51 high school seniors from across Massachusetts chosen to be recognised by the Massachusetts Association of Vocational Administrators (MAVA).

c&p 3-6 Public Petition

To consider approval of donating sick days for an Educator at Elm Park School.

On a roll call of 7-0, the item was sent to Governance and Employee Issues.

gb 3-150 Administration

(May 25, 2023)

To consider approval of the Worcester Public Schools FY24 budget.

Member O’Connell Novick made a motion to hold.

On a roll call of 7-0, the item was held.

gb 3-143 McCullough

(May 23, 2023)

To review the current standing committees and make any changes, if necessary, in light of the upcoming structure change to the Worcester School Committee after the 2023 election.

Member O’Connell Novick made an amendment to add to the item “...in light of the Administration reorganization and upcoming structure change...”

On a roll call of 7-0, the item was sent to Finance and Operations as amended.

gb 3-145 Administration

(May 23, 2023)

To request the approval of removing the medical waiting room CNAs.

Superintendent Monárrez made a recommendation to start to taper off the current CNA’s that we have with the plan to not renew the contract for next school year. Chief Academic Support Officer, Ms. Azarloza added that medical waiting rooms are no longer mandated by the state.

Member O’Connell Novick made a motion to have Administration come back with a medical evaluation for the next meeting that would provide more information on the schools where CNAs were most useful versus schools where CNAs are potentially not needed.

Member Kamara asked how much the district could save by eliminating these positions. Ms. Azarloza stated that the contract for the CNA positions is for \$2 million.

On a roll call of 7-0, the item was held.

gb 3-146 Administration

(May 23, 2023)

To request that the Superintendent be granted the annual authorization to make the final year end transfers necessary to balance surplus and deficit accounts for the fiscal year ending on June 30, 2023.

On a roll call of 7-0, the item was approved.

gb 3-147 Kamara

(May 25, 2023)

To request the Administration provide an update on the parcel of land issued to WPS at the Roosevelt school location, past and present.

Member O'Connell Novick expressed concerns about prioritization, lines of authority, and how the Committee makes decisions when there may be outside influences. Member Mailman asked for clarification on whether the city owns that parcel of land and if it would make it a joint project between the city and the Schools. Superintendent Monárrez responded that this project would become a part of the conversations around a full capital projects strategy. She stated that there are some higher level concerns around traffic that will be discussed immediately to get a short term solution while also thinking about some long term solutions.

On a roll call of 7-0, the item was moved to Administration.

gb 3-148 Kamara

(May 25, 2023)

To request the Administration provide an update on the School Liaison Officers relational engagement in each quadrant and any updates on how this has impacted safety and security in WPS.

Member Kamara made a motion to congratulate, invite, and thank the School Liaison Officers for their service. Member Mailman made a friendly amendment to get an update from Administration first and then determine next steps in regards to bringing the School Liaison Officers in.

On a roll call of 7-0, the item was moved to Administration.

gb 3-149 Kamara

(May 25, 2023)

To consider a conversation on the parcel of land in front of North High School for recreational purposes and any updates on plans to remodel the space for the school's use.

Member Kamara spoke about the importance of equity for all Worcester student athletes and emphasized the remodel of this land would give North High students fair and equal access to practice facilities.

On a roll call of 7-0, the item was sent to Finance and Operations.

gb 3-142 Administration

(May 25, 2023)

To review proposed solutions to address traffic issues at both Burncoat High and Middle Schools and Roosevelt Elementary School, including preliminary design and cost estimates.

On a roll call 7-0, the item was moved to Administration.

gb 3-79.1 Clancey

(March 1, 2023)

To request that the Administration provide an update on student chromebooks across the district.

Vice Chair Johnson made a motion to accept the report from Administration and file.

On a roll call of 7-0, the motion was approved.

gb 3-93.1 McCullough

(March 19, 2023)

To consider adding AirPods usage to the Policy Handbook and utilizing administrator, educator, and student feedback during the development of the policy.

On a roll call of 7-0, the item was sent to Governance and Employee Issues.

On a roll call of 7-0, the meeting was adjourned at 7:43 p.m.

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

The School Committee held a meeting on June 15th, in Esther Howland South Chamber in City Hall. The meeting was called to order at 4:00 p.m. There were present: Vice Chair Johnson, Member Clancey, Member Mailman, Member Kamara, Member McCullough, Member O'Connell Novick, and Mayor Petty.

The School Committee Members said the Pledge of Allegiance and the National Anthem was performed by David-Gig Owusu Sekyere of Jacob Hiatt Magnet School.

gb 3-150.1 Administration

(May 25, 2023)

To consider approval of the Worcester Public Schools FY24 budget.

Administration Salaries - Fund Code: 500-91110; pg. 183

Mr. Allen presented a transfer from this account. It is the recommendation of the Administration that the following ESSER spending charge be changed as follows: to reduce the position of Director of School Climate and Culture and to add four Climate and Culture Specialists.

Member O'Connell Novick expressed discomfort with the number of dean positions being added with the limited information received so far. She also expressed her view of these positions as being on a trial basis and doesn't believe there is a proof of efficacy.

Member Johnson asked for an explanation of what the Dean of Students position would entail. Executive Director Dr. Kareem Tatum, explained that the position has been focused on culture and climate work, student safety, relationships between students, and between students and families. They have supported Assistant Principals and given them more time to provide instructional leadership. William Foley, Executive Director, added that this position would help students transition into grade 9 and give them support both academically and socially. Superintendent Monárrez noted that the Dean position would be focused on prevention and restorative work and would serve as an extra support to those with 504 plans without being directly involved.

Member Kamara questioned the necessity of this position in regards to psychological/social health of students and argued there may be positions inside the schools already that do this job. Dr. Monárrez responded that the need for these positions came from the students during a Superintendent Student Advisory meeting in May. Students expressed the need for time to socialize, to build back community into their schools, and to heal from close to two years of isolation. The Dean would help create these spaces for them, create breaks, wellness days, etc.

Member Clancey asked if principals understood the responsibilities of the Dean position when they were asked if it was something they needed in their schools. Mr. Foley stated that they did understand the role of the Dean and wanted it in their schools. Superintendent Monárrez added that if there was any trepidation about adding these positions then it could be done more slowly.

Member Johnson asked about the training process for the new Dean positions in other schools. Superintendent Monárrez explained that they would be trained by the Director of

Positive Youth Development, Thomas Toney. They will be trained on restorative justice, due process, and positive behavior interventions with the expectations that the Deans would provide oversight to the climate and culture assistants at the school. She added that item gb 3-150.1 Annex H shows the suspension data for North High.

Mayor Petty made a motion to approve ESSER funds transfer. On a roll call of 6-0 (Clancey absent), the transfer was approved.

*On a roll call of, 5-0-1 (Clancey absent, Kamara abstained), Administration Salaries was marked complete.*

Teacher Salaries - Fund Code: 500-91111; pg. 186

Member Mailman inquired about how vacancies affect the spending in this category. Mr. Allen explained that new positions were covered by ESSER spending and that there is approximately \$6 million dollars built into the budget to cover anticipated vacancies.

Member O'Connell Novick asked where preschool would be held next year. Executive Director, Ellen Kelley, responded that we have a full day preschool in every quadrant and there has been the addition of some SAIL classrooms throughout the district. Superintendent Monárrez added that the desired state for the district would be to have full day preschool for every preschool but the district is limited by its facilities.

Member O'Connell Novick made a motion to reallocate \$185,000 from the unfilled Integrated Coaches positions to ParaProfessionals with the intent of getting 20 additional ParaProfessionals in Kindergarten classrooms.

Assistant Superintendent, Dr. Marie Morse, made an alternative proposal to take the 30 Literacy Tutor positions that are included in the budget and repurpose those funds to meet the need for the 20 additional ParaProfessionals in Kindergarten classrooms. Mr. Allen added that to be able to meet the funding need for the 20 additional positions, both the \$185,000 and the funding for the 30 Literacy tutor positions would need to be used.

*On a roll call of 7-0, the motion to reallocate \$185,000 from the Integrated Coaches positions to IA ParaProfessionals was approved.*

*On a voice vote, Teachers Salaries was marked complete.*

School Committee Salaries - Fund Code: 500-91112; pg. 190

Member Mailman appealed to Mayor Petty to discuss and reevaluate School Committee Salaries with the City Council as a matter of equity.

*On a voice vote, School Committee Salaries was marked complete.*

Classroom Substitutes Salaries - Fund Code: 500-91114; pg. 191

*On a voice vote, Classroom Substitutes Salaries was marked complete.*

Instructional Assistants Salaries - Fund Code: 500-91115; pg. 192

*On a voice vote, Instructional Assistants Salaries was marked complete.*

Transportation Salaries - Fund Code: 500-91117; pg. 195

Member Johnson asked where after school transportation would be reflected in the budget and if the after school transportation to different programs would resume. Mr. Allen stated that after school transportation did resume, but the challenge is the district is running fewer

buses and therefore less school buses are able to get students to after school programs at this time.

*On a voice vote Transportation Salaries was marked complete.*

Supplemental Program Salaries - Fund Code: 500-91118; pg. 198

Member O'Connell Novick asked if the district has the staff support from its budget that is needed to support some of the largely grant-funded programs. Dr. Morse responded that the district does have enough funding to support the programs being run right now. There are plans to enhance and expand some of the adult education programs with the help of the Director of College and Career Readiness, Christopher Kursonis, so in the future there may be a need for more funding.

Member Clancey asked for some clarification on the reason for the additional \$18,000 on Line J. St. Casimir's Clinical Program. Ms. Seale responded that it has been a long-standing budget line item that provides services for the students' tutorial services before and after school as well as clinical services throughout the school year.

*On a voice vote, Supplemental Program Salaries was marked complete.*

Custodial Services - Fund Code: 500-91119; pg. 201

Member O'Connell Novick asked how the district is planning to fill the remaining open Custodial positions. Mr. Allen responded that there are currently 15 openings but there have been two new hires and six more applicants that are working their way through the hiring process. He added that there were discussions of using the Masshire program used by the Transportation department as well as expanding the district's networking opportunities to fill the vacant positions.

*On a voice vote, Custodial Services was marked complete.*

Maintenance Service Salaries - Fund Code: 500-91120; pg. 202

*On a voice vote, Maintenance Service Salaries was marked complete.*

Administrative Clerical Salaries - Fund Code: 500-91121

Member O'Connell Novick made a motion to remove 10 of the 20 additional Administrative Clerk positions and to move that funding into paraprofessionals, which would provide an additional \$600,000.

There were a few questions on whether the Administration would support this need. Member Clancey expressed that she heard from principals that not all of these were needed.

Superintendent Monárrez spoke about the importance of having enough clerical staff in the front office so that principals, assistant principals, and other staff members can focus on their responsibilities. She added that having enough staff in the front office creates a more welcoming environment for families coming into the schools. After some discussion, the School Committee and Administration came to a consensus to add 10 positions for this year.

*On a roll call of 7-0, the motion was approved.*

*On a voice vote, Administrative Clerical Salaries was marked complete.*

gb 3-65 McCullough

(February 2, 2023)

To set a date to recognize Andrea Cook, a Teacher at Burncoat Middle School, who has been awarded the 2023 Donna Nagle Award for Excellence in General Music.

The School Committee recognised Andrea Cook, for her outstanding leadership, service, and dedication to teaching General Music at Burncoat Middle School.

gb 3-133 Administration

(May 4, 2023)

To set a date to recognize Meredith Lord for receiving the William P. Foster Community Development Award.

The School Committee recognized Meredith Lord for her positive impact on her school, students, and community.

*On a voice vote, the FY24 Budget was held.*

Mayor Petty made a motion to recess into Executive Session

*On a voice vote, the motion was approved at 6:08 pm.*

The School Committee reconvened in open session at 7:12 p.m.

There were present: Vice Chair Johnson, Member Clancey, Member Mailman, Member Kamara, Member McCullough and Member O'Connell Novick.

Pursuant to action taken in executive session, it is moved to ratify the Memorandum of Agreement between the Worcester School Committee and the Educational Association of Worcester Units A and B for a period of September 1st, 2022 through August 31st, 2023. On a roll call of 6-0 (absent Mayor Petty), the motion was approved.

Pursuant to action taken in executive session, it is moved to ratify the Memorandum of Agreement between the Worcester School Committee and the Educational Association of Worcester Units A and B for a period of September 1st, 2023 through August 31st, 2026. On a roll call of 6-0 (absent Mayor Petty), the motion was approved.

Pursuant to action taken in executive session, it is moved to ratify the Memorandum of Agreement between the Worcester School Committee and the Educational Association of Worcester Instructional Assistance Unit for a period of September 1st, 2022 through August 31st, 2023.

On a roll call of 6-0 (absent Mayor Petty), the motion was approved.

Pursuant to action taken in executive session, it is moved to ratify the Memorandum of Agreement between the Worcester School Committee and the Educational Association of Worcester Instructional Assistance Unit for a period of September 1st, 2023 through August 31st, 2026.

On a roll call of 6-0 (absent Mayor Petty), the motion was approved.

Pursuant to action taken in executive session, it is moved to ratify the Memorandum of Agreement between the Worcester School Committee and the International Union of Public Employees, Plumbers, and Steamfitters, Local 125 for a period of July 1st, 2022 through June 30th, 2023.

*On a roll call of 6-0 (absent Mayor Petty), the motion was approved.*

Pursuant to action taken in executive session, it is moved to ratify the Memorandum of Agreement between the Worcester School Committee and the International Union of Public Employees, Tradesmen, Local 135 for a period of July 1st, 2022 through June 30th, 2023. *On a roll call of 6-0 (absent Mayor Petty), the motion was approved.*

Pursuant to action taken in executive session, it is moved to ratify the Memorandum of Agreement between the Worcester School Committee and the Teamsters Local 174 and on behalf of the Worcester Public Schools Transportation, Mechanics, establishing the pay raise for bargaining unit members retroactive to July 1st, 2022.

Vice Chair Johnson made a motion to collectively approve the Executive items. *On a roll call of 6-0 (absent Mayor Petty), the motion was approved.*

The following items were considered together:

i. Approval of Minutes

AOR 3-13 Clerk

(June 7, 2023)

To consider approval of the Minutes of the School Committee Meeting of May 4th, 2023.

ii. Approval of Donations

To consider approval of a general donation to Woodland Academy from CEC Entertainment in the amount of \$254.80.

To consider approval of a general donation to Woodland Academy from MCM Fundraising in the amount of \$315.00.

iii. Notification of Personnel Records

The Superintendent has approved the personnel records provided in backup.

iv. Initial Filing of Individual Recognitions

gb 3-154 McCullough

(May 25, 2023)

To send letters of congratulations to the Science Fair winners from the Worcester Public Schools.

gb 3-155 McCullough

(May 31, 2023)

To send letters of thanks and appreciation from the School Committee to retiring Worcester Public School employees for their years of service and dedication to the district.

*Vice Chair Johnson made a motion to approve the consent agenda.*

*On a roll call of 6-0 (absent Mayor Petty), the items were approved collectively.*

Public Comment

Nelly Medina, Worcester resident, public school parent, and a local activist and organizer, spoke in support of passing the THRIVE Act and asked for the School Committees support to help with its passage. She also spoke about the renaming of St. Casimir's School. She asked if there were other people we could consider naming the school after and encouraged



bringing the community into the decision making process. She asked that the item be held until the community is brought into the conversation.

### Reports of the Standing Committees

#### aor 3-14 Clerk

(June 7, 2023)

The Standing Committee on Finance and Operations met both virtually and in person on May 22nd, 2023 at 6:37 p.m.

*On a roll call of 6-0 (Absent Mayor Petty), the report was approved.*

The Standing Committee on Teaching, Learning, and Student Supports met virtually on May 10, 2023 at 5:30 p.m.

*On a roll call of 6-0 (Absent Mayor Petty), the report was approved.*

The Standing Committee on School and Student Performance met virtually on May 16th, 2023 at 5:02 p.m.

*On a roll call of 6-0 (Absent Mayor Petty), the report was approved.*

The Standing Committee on Governance and Employee Issues met virtually on May 15th, 2023 at 5:32 p.m.

Member O'Connell Novick made a motion to amend the structure of the Strategic Planning Committee, which would separate them into Administration and community groups where the community group does the ground work and bring it to the Administration would take over for the next steps as opposed to having the Administration with the community as part of the planning.

*On a roll call of 3-3,(No: Kamara, McCullough, Mailman) the motion failed.*

Member O'Connell Novick made a motion to utilize WEC as the Vice Chair and the Research Bureau as the Chair of the Strategic Planning Committee.

*On a roll call of 5-1, (No: Mailman) the motion was approved.*

*On a roll call of 7-0, the report was approved.*

Mayor Petty returned to the meeting at 7:46 p.m.

#### SA 3-1.1 Student Advisory Committee

(March 16, 2023)

To consider approval of additional middle school sports programs throughout the district.

Member Kamara expressed concern about funding the equipment for these sports, but Dr. Morse assured her that the district would be providing the necessary equipment.

*Roll call to approve 7-0, the item was approved.*

#### Approval of Grants and other Finance Items

To consider approval of the North Quadrant 2023 Enrichment Grant from the UMass Chan Medical School in the amount of \$1,350.00.

*On a roll call 7-0, the grant was approved.*

gb 3-128.1 O'Connell Novick

(April 26, 2023)

Request Administration ensure full and fair elections are held in a timely fashion for the position of School Committee Student Advisory Member at each high school, ensuring the rights and responsibilities of such a position are fully forwarded to the student body; Further, request Administration provide for the School Committee Student Advisory Council to meet before the end of school to elect a chair, who will serve as the ex-officio member of the Worcester School Committee next school year.

Member O'Connell Novick asked if the Student Advisory Committee had voted in the Ex Officio member. Strategic Support Coordinator, Ashley Gaboriault, responded that the vote was to be held the next day. Member O'Connell Novick requested that the calendar be updated to reflect which days the School Committee will meet with the Student Advisory Council and that each Student Representative be assigned a mentor from the School Committee.

*Mayor Petty made a motion to approve and file.*

*On a voice vote, the motion was approved.*

gb 3-48.2 McCullough

(January 16, 2023)

To consider exploring the hiring of athletic trainers for high school athletics.

*On a voice vote, the item was referred to Finance and Operations.*

gb 3-22.1 McCullough

(December 20, 2022)

To explore the feasibility of increasing the day-by-day substitute rate for licensed/retired educators.

*On a voice vote, the item was referred to the Administration.*

gb 3-145.1 Administration

(May 23, 2023)

To request the approval of removing the medical waiting room CNAs.

*Mayor Petty made a motion to approve the item.*

*On a roll call of 7-0, the motion was approved.*

gb 3-152 Administration

(June 1, 2023)

To consider approval of an update to the job description for the Certified Instructor for Junior Reserve Officers Training Corps (JROTC) - Air Force.

*Mayor Petty made a motion to approve the item.*

*On a roll call of 7-0, the motion was approved.*

gb 3-153 Administration

(June 2, 2023)

To review the Independent Accountants' Report on Applying Agreed-Upon Procedures for the DESE End of Year Financial Report for Fiscal Year 2022.

*On a voice vote, the item was referred to Finance and Operations.*

gb 3-156 Clancey

(June 1, 2023)

To consider renaming St. Casimir's to The Dr. Michael O'Neil Program at the Alternative School.

Member Clancey introduced the item to approve a name change of the program at the St. Casimir's Alternative School after Dr. Michael O'Neil to honor his 40 years of service there.

Member Kamara acknowledged the work that Dr. Michael O'Neil has done for this district, but raised the question of equity in the district. She expressed that naming schools should occur through a collaboration with the community, parents, and students. Member O'Connell Novick stated that there is a policy in place for the naming process that requires community involvement.

*On a voice vote, the item was referred to the Administration.*

gb 3-157 Clancey

(June 1, 2023)

To consider creating a policy regarding graduation ceremonies and student participation.

*On a voice vote, the item was referred to Governance & Employee Issues.*

gb 3-158 O'Connell Novick

(June 2, 2023)

To consider a resolution proposed by the Peabody School Committee for the 2023 MASC Delegate Assembly regarding stop arm cameras.

*On a roll call of 7-0, the item was approved.*

gb 3-159 Mailman

(June 5, 2023)

To create a finance and operations focus on building repairs and maintenance for the coming year similar to our focus this year on transportation.

*On a voice vote, the item was referred to Finance and Operations.*

The following items were taken together:

gb 3-160 O'Connell Novick

(June 5, 2023)

To consider what field trips, aligned with state standards, should be the common experience of all Worcester Public School students.

gb 3-161 Mailman

(June 6, 2023)

To review local field trip opportunities, particularly those to State and local veteran and war memorials to increase Middle School civics learning opportunities.

*On a voice vote, both items were sent to Administration,  
On voice vote, the items were approved collectively.*

gb 3-162 O'Connell Novick  
(June 6, 2023)

To consider attached resolution for passage and implementation.

*Mayor Petty made a motion to approve.  
On a roll call of 7-0, the motion was approved.*

gb 3-163 Clancey  
(June 6, 2023)

To work with Administration to organize a formal recognition for Seniors who graduated following summer school completion.

*Mayor Petty made a motion to refer the item to the Administration.  
On a voice vote, the motion was approved.*

gb 3-164 O'Connell Novick  
(June 7, 2023)

To revise district policy KHB regarding advertising.

*On a voice vote, the item was referred to Governance and Employee Issues.*

gb 3-165 Administration  
(June 7, 2023)

To consider approval of salary adjustments for Non-Represented (Non-Administrative) Positions for FY23-FY26.

*Mayor Petty made a motion to approve.  
On a roll call of 7-0, the motion was approved.*

gb 3-166 Administration  
(June 7, 2023)

To consider approval of salary adjustments for Non-Represented Administrative Positions for FY23-FY26.

*Mayor Petty made a motion to approve.  
On a roll call of 6-0 (absent Clancey), the motion was approved.*

gb 3-167 Administration  
(June 7, 2023)

To consider approval of a contract up to five years for streaming services with NFHS Network School Broadcast Program.

*On a roll call of 6-0 (absent Clancey), the item was approved.*

The following items were taken together:

gb 3-168 Administration  
(June 7, 2023)

To consider approval of the Job Description for the Communications Coordinator.

gb 3-169 Administration  
(June 8, 2023)

To consider approval of the Job Description for the Digital Content Specialist.

*On a voice vote the item was referred to the Budget discussion.*

gb 3-170 Administration  
(June 8, 2023)

To consider approval of the innovation school renewal plans.

*Mayor Petty made a motion to refer the item to School & Student Performance.  
On a voice vote, the motion was approved.*

gb 3-171 Petty  
(June 8, 2023)

To consider sending letters of support to the MA Legislature in support of the Thrive Act.

Mayor Petty spoke in support of approving support for the Thrive Act emphasizing the negative impacts that the MCAS graduation requirement has had on students and staff. Member O'Connell Novick commented that the Thrive Act does not actually get rid of the competency component and graduation requirement of the MCAS test. Member Kamara made a motion to amend the item to include recommendations along with support for the Thrive Act.

*On a roll call of 6-1 (No: O'Connell Novick), the item as amended was approved.*

School Clerical Salaries - Fund Code: 500-91122; pg. 206

*On a voice vote, Clerical Salaries was marked complete.*

Non-Instructional Salaries - Fund Code: 500-91123; pg. 207

There was much discussion about the two communications positions under this section. Member O'Connell Novick advocated for cutting both positions, seeing them as unnecessary. Members Mailman, Clancey, Kamara, and McCullough advocated for keeping one of the positions and supported moving the other \$85,000 to the ParaProfessionals account to accomplish the goal of 20 additional Instructional Assistants at the kindergarten level. Vice Chair Johnson and Mayor Petty both spoke in support of keeping the two positions advocating for a proactive communications department.

*Member O'Connell Novick made a motion to transfer \$170,000 from Non-Instructional Salaries to the ParaProfessionals account.*

*On a roll call of 1-6 (No: Clancey, Kamara, McCullough, Petty, Johnson, Mailman), the motion failed.*

Member Kamara made a motion to cut one position and move \$85,000 from Non-Instructional Salaries to the ParaProfessionals account.

*On a roll call of 5-2 (No: Petty, Johnson), the motion was approved.*

Mayor Petty made a motion to refer the following items back to Administration:

gb 3-168 Administration  
(June 7, 2023)

To consider approval of the Job Description for the Communications Coordinator.

gb 3-169 Administration

(June 8, 2023)

To consider approval of the Job Description for the Digital Content Specialist.

*On a voice vote, the motion was approved.*

Crossing Guard Salaries - Fund Code: 540-91124; pg. 210

*On a voice vote, Crossing Guard Salaries was marked complete.*

School Nurse Salaries - Fund Code: 500-91133; pg. 211

Member O'Connell Novick expressed concern about not having a school nurse in every school all day across the district. Chief Academic Support Officer, Annie Azarloza, stated that the district would need to hire two more nurses to ensure the district has a nurse in every school.

*On a voice vote, School Nurse Salaries was marked complete.*

Educational Support Salaries - Fund Code: 500-91134; pg. 213

After some discussion on the Literacy Tutor positions, Dr. Monárrez suggested that funding from this account could be used to fill the 20 paraprofessional positions. Dr. Morse added that there would still be funding for a Literacy Tutor in every elementary school.

Member Clancey made a motion to transfer \$180,000 from Literacy Tutors, in order to put \$150,000 towards School Nurse Salaries and \$30,000 towards the paraprofessional positions.

*On a roll call of 5-2 (No: Johnson, Mailman), the motion was approved.*

*On a voice vote, Educational Support Salaries was marked complete.*

Transportation Overtime Salaries - Fund Code: 540-97201; pg. 216

*On a voice vote, Transportation Overtime Salaries was marked complete.*

Custodial Overtime Salaries - Fund Code: 500-97203; pg. 217

*On a voice vote, Custodial Overtime Salaries was marked complete.*

Maintenance Overtime Salaries - Fund Code: 500-97204; pg. 218

*On a voice vote, Maintenance Overtime Salaries was marked complete.*

Support Overtime Salaries - Fund Code: 500-97205; pg. 219

*On a voice vote, Support Overtime Salaries was marked complete.*

Child Nutrition Program pg.244

*On a voice vote, the Child Nutrition Program was marked complete.*

Grant Programs: Title 1 - Fund Code: 305; pg. 246

Member O'Connell Novick asked for an explanation of what is being paid for under the Title 1 category. Mr. Allen stated that generally speaking this fund supports most of the focus instructional coaches, wraparound coordinators, and a few preschool teachers in the district. He stated that once the district receives its FY24 awards, a summary presentation would be made and a more in depth discussion about Title 1 could be had at that time.

Member Kamara asked if the district was looking for any grants outside of ESSER to help with funding. Mr. Allen responded that the Grants Office is always searching for grants that align

with its priorities or initiatives.

*On a voice vote, Grant Programs was marked complete.*

Other Special Revenue Funds pg. 168 -170

Member Johnson made a motion to receive a report back in the first quarter on the Educational Access Channel.

*On a voice vote, Other Special Revenue Funds was marked complete.*

Mayor Petty made a motion to approve the FY24 Annual Budget as amended.

*On a roll call of 7-0, the motion was approved.*

Mayor Petty made a motion to adjourn the meeting.

*On a voice vote, the meeting was adjourned at 6:31 pm*

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

The School Committee held a meeting on June 30th, 2023 in Esther Howland South Chamber in City Hall. The meeting was called to order at 8:04 a.m. There were present: Vice Chair Johnson, Member Clancey, Member Mailman, Member O'Connell Novick, Mayor Petty, and virtually Member Kamara, Member McCullough.

Mayor Petty made a motion to recess and move into Executive Session.  
*On a roll call of 7-0, the motion was approved at 8:05 a.m.*

*At 8:44 a.m., The roll call to reconvene in open session was approved.*

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations - Massachusetts Laborers District Council for and in behalf of the Worcester Public Service Employees Local Union 272 of the Laborers' International Union of North America, AFL-CIO, Educational Secretaries for the period of July 1st, 2022 to June 30th, 2025.

*On a roll call of 7-0, the motion was approved.*

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Parent Liaisons Association for the period of September 1st, 2022 through June 30th, 2023.

*On a roll call of 7-0, the motion was approved.*

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, ESL Tutors for the period of September 1st, 2020 through August 31st, 2023.

*On a roll call of 7-0, the motion was approved.*

To discuss strategy with respect to collective bargaining if an open meeting may have a detrimental effect on the bargaining position of the public body and the chair so declares – Successor Contract Negotiations – Educational Association of Worcester, Therapy Assistants Unit for the period of July 1st, 2022 through June 30th, 2023.

*On a roll call of 7-0, the motion was approved.*

Mayor Petty made a motion to collectively approve the Executive items.

*On a roll call of 7-0, the motion was approved.*

Mayor Petty made a motion to suspend the rules and vote for reconsideration.

*On a roll call of 7-0, the motion was approved.*

Mayor Petty made a motion to vote for reconsideration.

*On a roll call of 7-0, the motion fails.*



ros 3-11 Administration

(June 28, 2023)

From Here, Anywhere... Together: 2022-2023 Superintendent Self Reflection

Rachel H. Monárrez, PhD

Superintendent Monárrez presented a review of the Superintendent's goals from January 2022 to today. Throughout the last year she created opportunities for collaboration, written systems, and used common language to make collaboration more attainable. She stated that goals for next year include providing tools, skills, and knowledge for those who lead classrooms, use authentic engagement, and a sense of belonging to help people feel like they are a part of the work being done.

gb 3-175 Administration

(June 14, 2023)

To set a date and approve the process for the Superintendent Evaluation.

Superintendent Monárrez explained the timeline for the Superintendent Evaluation. The evaluations must be completed and submitted to Mayor Petty by no later than July 12th. The results will be compiled and presented at the July 20th School Committee meeting.

Mayor Petty made a motion to approve the timeline.

*On a roll call of 7-0, the motion was approved.*

Standing Committeesaor 3-16 Clerk

(June 23, 2023)

The School Committee's Standing Committee on Finance and Operations and the City Council's Standing Committee on Education met both virtually and in person on May 22nd, 2023 at 5:30 p.m.

Member O'Connell Novick made a motion to hold.

*On a roll call of 7-0, the minutes were held.*

The Standing Committee on Governance & Employee Issues met in person on June 21, 2023 at 5:00 p.m.

Member O'Connell Novick made a motion to completely overhaul the handbook and create a committee to make all the necessary changes in the handbook.

*On a roll call of 7-0, the item was sent to Governance and Employee Issues.*

Member O'Connell Novick made a motion to take the section that begins with Immunization as well as the Registration Policy section and move them before the policy for English Learners.

*On a roll call of 7-0, the motion was approved.*

Member O'Connell Novick made a motion to remove lines 2 and 3 from the Voluntary Transfer Policy.

*On a roll call of 6-1 (No: Mailman), the item was approved.*

Member O'Connell Novick made a motion to merge lines 6 and 7 under the Voluntary Transfer Policy.

Member Mailman asked for clarification on lines 6 and 7. Member O'Connell Novick

explained that merging the two lines would add more clarification to the policy but it would not change the policy itself. Member Mailman asked why other choice programs are not included in the Voluntary Transfer Policy. Dr. Morse responded that the policy is currently under review and the goal is to have a more clearly defined policy for next year. Member Kamara asked how long the overhaul of the handbook would take. Mayor Petty responded that it would likely take from the fall until the end of the next school year. Member Clancey clarified that there is a Voluntary Transfer Policy currently in place but it is being worked on in Governance for the next school year. Dr. Monárrez suggested removing "Worcester Tech" from the policy just for this year.

*On a roll call of 6-1-1 (No: Mailman, Abstain: Kamara), the motion was approved.*

Member Kamara suggested adding videos and more information about this policy to the website so parents, caregivers, and students can watch for easy access and better understanding.

Mayor Petty made a motion to approve the minutes with the amendments.  
*On a roll call of 7-0, the item was approved.*

To consider approval of the UMass Mini Grants to teachers and staff in the North Quadrant Schools to enrich the classroom and school experience for students in the amount of \$34,186.84.

*On a roll call of 7-0, the grant was approved.*

#### gb 3-174 Administration

(June 14, 2023)

To approve adjusted academic calendars based on the new union contracts.

Member O'Connell Novick made a motion to approve the 2023-24 calendar, but to recommit the calendars for 2024-25 and 2025-26 school years.

*On a roll call of 7-0, the motion was approved.*

#### gb 3-176 Administration

(June 22, 2023)

To approve the Job Description for the Communications Specialist.

The following items are to be considered together:

#### gb 3-168 Administration

(June 7, 2023)

To consider approval of the Job Description for the Communications Coordinator.

#### gb 3-169 Administration

(June 8, 2023)

To consider approval of the Job Description for the Digital Content Specialist.

Recommendation: Withdraw/File.

Mayor Petty made a motion to approve.  
*On a roll call of 7-0, the item was approved.*

Mayor Petty made a motion to adjourn the meeting.  
*On a roll call of 7-0, the meeting was adjourned at 9:49 a.m.*

N. Approval of Donations  
Administration  
(July 12, 2023)

S.C. MEETING: 7-12-23

ITEM:

To consider approval of a mini grant donation to address Next Generation Learning Challenges from the Tide Foundation in the amount of \$4,860.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

Approve.

RECOMMENDATION OF THE ADMINISTRATION:

Approve.



June 13, 2023

Rachel Monárrez  
 Superintendent  
 Worcester Public Schools  
 Durkin Administration Building  
 20 Irving Street  
 Worcester, Massachusetts 01609

**Grant Reference #: TC2306-114480**

Dear Rachel Monárrez,

I am happy to inform you that Next Generation Learning Challenges (NGLC), a project of The Tides Center, has decided to give your organization a grant in the amount of \$4,860.00. This grant is for your organization's general support. On behalf of the Tides community, I would like to thank you for your important work in this field.

Your payment schedule is reflected in the table below:

Payment Number	Scheduled Payment Date	Payment Amount	Payment Method	Payment Delivery
1 of 1	June 13, 2023	\$4,860.00	Check	Checks are sent separately via first-class mail to the address on this award letter and should arrive within 5-7 business days from the scheduled payment date.

By accepting payment, you agree to all the terms and conditions set forth in this letter.

The conditions of this grant are as follows:

To receive the mini-grant, we kindly request the following commitments and actions from your organization:

- Complete all of the required pre-assigned tasks as directed by the RISE Network.
- Attend assigned sessions around "Defined Leadership," "Data Visibility," and/or "Teaming Structures."
- Complete any post-session assignments related to the Grade 9 work with RISE.

No reporting is required for this grant.

All expenditures made for the purposes of the grant shall appear in your organization's financial records, and such records will be made available to Tides at reasonable times upon request.

Your organization agrees to notify Tides immediately, in writing, of any change in its tax-exempt status (if currently a tax-exempt organization), its executive staff or key staff responsible for

## TIDESCENTER

**SAN FRANCISCO** 1012 Torney Avenue / San Francisco, California 94129 / T 415.561.6400 F 415.561.6401

**NEW YORK** 55 Exchange Place, Suite 402 / New York, New York 10005 / T 212.509.1049 F 212.509.1059

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achieving the grant purposes, or any other change in its program that would affect its ability to achieve the grant purposes.

Unless specifically provided in this Grant Award Letter, including by reference to a specific grant proposal, your organization certifies that this grant is not earmarked for any third party organizations or individuals. This grant does not represent the payment of a pledge or other financial obligation.

Your organization shall not use funds to participate in or intervene in (including the publishing or distribution of statements) any campaign on behalf of (or in opposition to) any candidate for public office; or fund any specific voter registration drive that is conducted in a manner that favors a particular candidate or slate of candidates. Your organization has not violated and will not violate any federal or state laws applicable to campaign finance or lobbying limitations or reporting rules, and will indemnify, defend and hold Tides harmless from all costs or damages incurred by Tides arising out of your organization's activities.

Your organization agrees that it will use any copyright, patent, trade secret, trademark or other intellectual property or proprietary rights (collectively, "Intellectual Property") developed by your organization with grant funds solely for charitable, educational or scientific purposes within the meaning of Section 501(c)(3) of the Code. In the event that your organization licenses or transfers Intellectual Property to a third party, such license or transfer will also comply with Section 501(c)(3) of the Code.

You certify that your organization does not discriminate on any unlawful basis with regard to hiring or employment practices or in the administration or provision of programs and services, and does not discriminate on the basis of sexual orientation or gender identity.

Your organization agrees to comply with all applicable laws, including but not limited to those relating to terrorism, trade sanctions, bribery or corruption, including the regulations promulgated by the Office of Foreign Assets Control of the U.S. Department of the Treasury, the U.S. Foreign Corrupt Practices Act and, if not a U.S. entity, any other similar laws applicable to organizations doing business in your country. Your organization certifies that no grant funds will be used to promote or engage in violence or the destruction of property, or to provide support or make payments to any person or entity that promotes or engages in such activities. Tides reserves the right to modify or discontinue funding associated with this grant if your organization fails to comply with the terms of this Grant Award Letter, or if Tides determines that any statements, representations or documents provided by your organization, including in any grant reports, is false or materially misleading. In such an event, your organization agrees, at Tides' request, to repay grant funds and/or redirect them to another organization selected by Tides to carry out the purposes of this grant. Your organization will indemnify, defend and hold Tides harmless from any costs or damages incurred by Tides related to any misrepresentation in or failure to comply with this Grant Award Letter.

Your organization certifies that it is legally authorized to receive this grant under its own policies, as well as any other applicable laws and regulations. Your organization certifies that the person accepting payment has the authority and has obtained all necessary approvals to accept the grant award.

If you have occasion to announce or acknowledge this grant publicly, please indicate that

## **TIDESCENTER**

**SAN FRANCISCO** 1012 Torney Avenue / San Francisco, California 94129 / T 415.561.6400 F 415.561.6401

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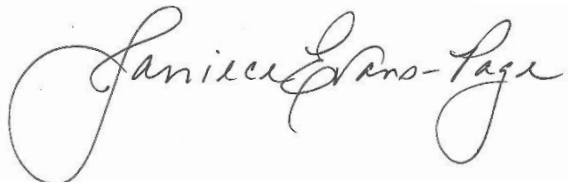
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support was provided by Next Generation Learning Challenges (NGLC), a project of The Tides Center.

If you have further questions, please contact Lauren Levine, Advisor, by email at [llevine@tides.org](mailto:llevine@tides.org).

Tides has supported organizations working for positive social change since 1976. We are proud to include your organization in that history, and we wish you the best of luck in your endeavors!

Sincerely,

A handwritten signature in black ink that reads "Janiece Evans-Page". The signature is written in a cursive style with a large initial "J" and "E".

Janiece Evans-Page  
Chief Executive Officer

O. General Business  
McCullough  
(April 28, 2022)

ITEM: gb 3-141.1  
S.C. MEETING: 7-20-23

ITEM:

To recognize the Worcester Technical & North High School boys' track team for winning the 2023 State Vocational Championship.

PRIOR ACTION:

6-1-23 On a voice vote, the item was approved to have a date set.

BACKUP:

Annex A (1 page) contains the Roster for the Worcester Technical & North High School boys' track team.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

WT Boys Outdoor Track 2023			
	Name	Grade	School
1	Daveon Adomako	10	WT
2	Elvin Afriyie-Nkrumah	11	WT
3	Xavier Almendarez	12	WT
4	Adam Amadou	11	WT
5	David Amamoo	10	WT
6	Kwadwo Amoako	12	WT
7	Joshua Annoh	11	WT
8	Eliot Barakat	12	WT
9	Ohenenana Basoa	10	WT
10	Brian Boateng	12	WT
11	Kendrick Boateng	11	WT
12	Anthony Buzali	10	WT
13	Carlton Davidson	10	WT
14	Michael Dompok	11	WT
15	Chayse Duncan	9	WT
16	Emerald Dzansi	10	WT
17	Yosef Elbert	12	WT
18	Steven Fatoke	12	WT
19	Jeremy Frimpong	10	WT
20	Imani Githure	11	WT
21	Anthony Guthrie	10	WT
22	Michael Gyimah	11	WT
23	Joseph Hilaire-Solomoni	10	WT
24	Lukas Heliodoro	11	WT
25	Phuc Ho	11	WT
26	Alfonso Huaman	10	WT
27	Cherry Htoo	11	WT
28	Diego Jose	12	WT
29	Dereck Leon	12	WT
30	Yahya Malallah	11	WT
31	David Melendez Estupinan	11	WT
32	Michael Mireku	11	WT
33	Mohamud Mohamud	11	WT
34	Jesus Morfe Gutierrez	11	WT
35	Anas Nyamekye	12	WT
36	Cyprian Ojatabu	11	WT
37	Jayden Perry	10	WT
38	Gabriel Palomeque Jara	12	WT
39	David Ramos	11	WT
40	J Cier Santana Claudio	11	WT
41	Richard Santos-Ressurreicao	10	WT
42	Damian Scott	11	WT
43	Alex Sibray	11	WT
44	Benit Sharma	11	WT
45	Isaiah Smith	11	WT
46	Jacob Sullivan	12	WT
47	Kobe Tran	9	WT
48	Efrain Valentin	10	WT
49	Carlo Vallejos	12	WT
50	Jessiah Vallejos	12	WT
51	Misael Velez	11	WT
52	Christian Agyekum	10	N
53	Lovelys Agymang	12	N
54	David Appolon	10	N
55	Pius Baidoo	12	N
56	Meron Brown	12	N
57	Khavon Kairu	11	N
58	Joseph Lavela	10	N
59	Augustine Mbokar	12	N
60	Mahad Mohamed	10	N
61	Juleein Nicolas	12	N
62	Openin Oforu	9	N
63	Joshua Pintado	10	N
64	Mekhi Robinson	12	N



J. Public Petition  
Administration  
(June 22, 2023)

ITEM: c&p 3-7  
MEETING: 7-20-23

ITEM:

To consider accepting a \$5000 scholarship for the Paul Germain Jr. Scholarship Fund.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains a letter from the EAW Union President Melissa Verdier.

RECOMMENDATION OF MAKER:

Approve

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.



June 22, 2023

Mayor Joseph Petty  
c/o Dr. Helen Friel Clerk of School Committee  
20 Irving Street  
Worcester, MA 01609

**VIA Email Scan**

Dear Dr. Friel,

I would like to speak at the July 20th School Committee meeting.

I will be speaking to the School Committee regarding accepting a \$5000 scholarship for the Paul Germain Jr. Scholarship Fund.

Please let me know when I will be presenting.

Sincerely,

*Melissa Verdier*

Melissa Verdier  
EAW President

Cc: Ashley Gaboriaulta

E. Consent Agenda  
Clerk  
(July 12, 2023)

ITEM: AOR 3-16  
S.C. MEETING: 7-20-23

ITEM:

The School Committee's Standing Committee on Finance and Operations and the City Council's Standing Committee on Education met both virtually and in person on May 22nd, 2023 at 5:30 p.m.

The Standing Committee on Teaching, Learning, and Student Supports met both virtually and in person on June 12, 2023 at 5:00 pm.

The Standing Committee on Finance and Operations met in person on June 20, 2023 at 5:30 pm.

The Standing Committee on Governance & Employee Issues met in person on June 21, 2023 at 5:00 p.m.

The Standing Committee on School and Student Performance met both virtually and in person on June 26, 2023 at 5:00 pm.

BACKUP:

Annex A (2 pages) contains the Minutes of the meeting held on 5/22/2023.

Annex B (2 pages) contains the Minutes of the meeting held on 6/12/2023.

Annex C (2 pages) contains the Minutes of the meeting held on 6/20/2023.

Annex D (2 pages) contains the Minutes of the meeting held on 6/21/2023.

Annex E (2 pages) contains the Minutes for the meeting held on 6/26/2023.

Annex F (40 pages) contains the Innovation School Plans for University Park Campus with amendments as outlined in the report.

Annex G (27 pages) contains the Innovation School Plans for Worcester Technical High School with amendments as outlined in the report.

Annex H (38 pages) contains the Innovation School Plans for Goddard Scholars Academy with amendments as outlined in the report.

Annex I (1 page) contains the School Committee Response Form Innovation Schools Plan Renewal.

RECOMMENDATION OF MAKER:

File.

RECOMMENDATION OF THE ADMINISTRATION:

File.

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

The joint meeting of the School Committee's Standing Committee on Finance and Operations and the City Council's Standing Committee on Education held a meeting on May 22, 2023, both online and in the Esther Howland South Chamber, City Hall. The meeting was called to order at 5:33 p.m. There were present Chair O'Connell Novick, Vice Chair Kamara, Member Mailman, Councilor King, and Councilor Nguyen.

c&p 2-19 - Clerk (December 12, 2012)

To consider a communication from the City Clerk regarding the City Council's Standing Committee on Education and the School Committee's Standing Committee on Finance and Operations.

To consider meeting jointly on a regular basis throughout the year concerning issues of overlapping interest: FY24 Budget

Deputy Superintendent Brian Allen presented an overview of the proposed FY24 Worcester Public School Budget.

Councilor Nguyen requested an overview of the funding sources as they have heard a few differences. Mr. Allen clarified that if you remove Chapter 70 funding, it amounts to approximately 30% of the City Budget including required spending dictated by the State.

Councilor Nguyen asked what themes may need to be considered and what things may need to be looked forward to in terms of needs of the district. Mr. Allen spoke to SOA and ESSER funds. Superintendent Monarrez spoke to the limited facilities budget as well as the modernization of the facilities from bathrooms to playgrounds to parking spaces. The Administration has a physical safety audit of WPS spaces coming soon, which may identify things such as locks and doorways as Capital Projects are the number one concern. Member Mailman requested that the Schools and City work more collaboratively to look forward to needs of the future.

Vice Chair Kamara commented on the presentation and echoed the request of Member Mailman that Schools and City work more collaboratively when looking forward to the needs of the future.

Chair O'Connell Novick commented on the recommendation to increase the operational facility budget stating that even with an increase, additional funding from both the city and the state would be needed to be able to get through the list of things that need to be addressed.

Councilor King asked what the past strategy and interfacing for the Capital Budget was and if it was something that is recurrent and formal. Mr. Allen responded that the Capital Budget allocation has been a bottom line appropriation to the School Committee and then it is left to the school side to prioritize the projects that need to be done. He highlighted the on-going partnership and communications with the city around accelerated repairs projects such as ADA upgrades and the Ripples group recommendation project which helped to identify capital needs even with limited resources.

Councilor King asked if a School Safety Audit is a separate audit and if there was ever a prior safety audit. Mr. Allen responded that it is a separate audit that started this year. The Request for Proposal (RFP) was awarded to a company called Guidepost Solutions, the group's recommendations are expected within the next week or so, and can we expect those recommendations on such things like intercoms, access to buildings, cameras, and particularly training opportunities for people working in the buildings. Chair O'Connell Novick stated the prior safety audit was shelved.

Councilor Nguyen made a Chairman's Order requesting the City Manager and the Superintendent to review budget formulas that have not been updated in recent years. They also requested to send the FY24 Budget presentation to the City Council.

Vice Chair Kamara asked for more information about the School Safety Audit in terms of traffic issues around the Roosevelt school located on Grafton Street and the safety concerns that come with traffic related issues. Mr. Allen stated that both Burncoat Middle and the Roosevelt School both have huge traffic issues. He stated that these projects fall outside of the categories for funding that the district and the MSPCA provide funds for. The School Department has funded \$3.5 million for annual recurring building innovation projects, generally those funds are spent on emergency situations. Then, there are projects that are funded through MSPCA which are used to fix large scale projects like window/roof replacements or whole school construction. The School Department funded an engineering study for both schools that came out to about \$3.5 million each to address the parking and traffic issues. Just one school would be the full annual allocation of capital spending. There are plans to address these issues but it comes down to funding issues.

Councilor King asked for a Chairman's Order to look into if there is any sort of legislative agenda that the Administration could share with the Council. Mr. Allen responded that there were a couple of legislative priorities talked about earlier this year that included uncapping the foundation budget rate, relief for out of district tuition rate, and where the millionaire's tax is going to be spent for schools, so long as it is not replacing what was already earmarked for Student Opportunity Act funds.

On a roll call of 6-0, the meeting was adjourned at 6:31 p.m.

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

The Standing Committee on TEACHING, LEARNING, AND STUDENT SUPPORTS met on June 12, 2023, virtually. The meeting was called to order at 5:30 p.m. There were present: Chair McCullough, Vice Chair Mailman, and Member Kamara.

c&p 3-3.1 Petition

(March 16, 2023)

To consider a presentation on the results of a survey about students' experience with Holocaust and antisemitism education as a part of a Social Justice Advocacy Fellowship with the Union for Reform Judaism as presented by South High Community School Junior, Anya Geist.

Anya Geist presented the results of a survey about students' experience with Holocaust and antisemitism education as part of a Social Justice Advocacy Fellowship with the Union for Reform Judaism as presented by South High Community School. She highlighted that many students either hadn't had or couldn't remember having learned about the Holocaust or antisemitism in school. The survey revealed that many students expressed a desire to learn more about the Holocaust and antisemitism. She stated the benefits of a thorough education on the Holocaust, anti semitism, modern day anti semitism, and discrimination could help students be prepared when faced with these situations and prevent the spread of misinformation. She concluded the presentation with a proposal for a 10 week course about the Holocaust and antisemitism for Worcester Public Schools that would take information from the United States Holocaust Museum, testimonies from Holocaust survivors, and a selection of books that would help further educate students on the Holocaust and antisemitism.

Member McCullough emphasized the importance of learning about the Holocaust and antisemitism to prevent future tragedies. Manager of the Office of Curriculum and Professional Learning, Magdalena Gantias, reported that the Holocaust is a part of the World History and US History Course curriculum standards as well as a new training program that is a part of the Genocide Act which was signed into law in December 2021. Vice Chair Mailman asked when a response from the Administration regarding the training from the Genocide Act could be expected. Dr. Gantias responded that she would share specific information on where in the curriculum the Holocaust is taught as well as information about the training teachers are receiving from the required Genocide Act.

Member Kamara emphasized the importance of learning about all genocides and supported seeing the e results of the training program.

*Member McCullough made a motion to send the item to Administration and the Office of Curriculum and Professional Learning.*

*Member McCullough also made a motion to request the Administration share the results of the training program once it is complete in the fall.*

*Member Mailman added a request to provide data on the training program itself as well as how this training program is being implemented in schools.*

*On a roll call of 3-0, the motions were approved collectively.*

gb 1-312.4 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.

Member McCullough asked for a progress update from the Administration in regards to virtual and in person tutoring services for secondary schools. Executive Director, Ellen Kelley, responded that the program has been successful for Worcester Tech and the hope is to share the tutoring program with all other secondary schools in the district. Chair McCullough asked if the Catapult program would continue at the elementary level. Ms. Kelley said that it would continue as well as extend into the summer programs as well.

Member Mailman asked if there was a plan to expand the Catapult program in other elementary schools. Ms. Kelley responded that Catapult is offering state funded math tutoring in grades four and eight this year. She added that because of the success of the ELA program so far, Catapult has given the district 100 additional spots for math tutoring for next year at no cost.

Member Kamara asked what the total number of spots for the district would be with the additional 100 spots. Ms. Kelley responded that while she doesn't have the exact number at this moment, there are 150 spots for ELA and they are expanding just the math for now in grades 4 and 8. Member Kamara asked if the district was using data to determine where the additional spots would go. Ms. Kelley answered that data from MCAS and Star Data would be used to determine where these additional spots would be most useful.

*Member Kamara made a motion to receive information about the growth at the high school level of the tutoring program.*

*Member McCullough made a motion to file this item.*

*On a roll call of 3-0, the item was filed.*

The following items were taken together:

gb 2-248.2 McCullough  
(September 6, 2022)

To review district policy regarding lunch and recess time at the elementary school level and review across the district, making any adjustments necessary.

Ms. Kelley reported that after reviewing the schedules, there were some schools at the elementary level that had varying lunch times so the Administration communicated with principals to extend lunch to a 20 minute lunch period. She added that next year a 20 minute lunch period would be a part of the schedule.

gb 2-297.2 Johnson  
(November 9, 2022)

To explore the feasibility of extending lunch time in secondary schools by at least ten (10) minutes.

Executive Director, William Foley, reported that at the secondary level, some schools have a very tightly packed schedule and to add ten minutes to the lunch period meant taking away ten minutes from regular class periods. He stated, if a

school is running three waves of lunch that's 30 minutes and there are only 6 other class periods that you can pull from so that's five minutes from each class period, shortening those periods significantly. The time in the day doesn't exist. He added that students do have passing time to get to the cafeteria which is roughly 5 minutes which does give students time to sit down and relax during lunch.

*Member McCullough made a motion to file the items together.  
On a roll call of 3-0, the item was filed.*

gb 2-56.5 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.

Assistant Superintendent, Marie Morse, presented an update on library programs, noting the main problem the district faces is space. She stated that the district is continuing to work with the Worcester Public Library and encouraged the schools who are able to operate libraries through parent volunteers to do so. Member Kamara expressed interest in a long term solution to give students access to libraries and librarians.

*On a roll call of 3-0, the item was filed.*

gb 2-94.2 Kamara/Clancey/Johnson/McCullough/Mailman  
(March 9, 2022)

Request that the Administration provide an update on the Worcester Public Schools 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.

Dr. Ganas explained the feedback from the survey which helped to identify areas of strength and areas of growth for the program. She stated that the district will continue to move forward with the approved sexual health curriculum as a part of the full comprehensive health curriculum. Information about this curriculum is still available on the district's website in a variety of translations. She added that there are plans to continue with the virtual caregiver sessions at the start of the school year for parents who may be new to the district, parents who may have children in different grade levels, and anyone who has additional questions. She stated that the opt out option form will continue to be sent out to families.

Member McCullough asked how the Administration is working to make sure that students are able to have access to the comprehensive health program without missing out on any other courses. Dr. Ganas responded that the Administration will continue to work with principals to make sure that the program is available to everyone. Member McCullough asked for an update on Member Mailman's previous request on the number of the sex ed curriculum instructors by grade. Dr. Ganas responded with the number of health educators in each grade level and added that there is a sufficient number of educators to fill the needs of the district. Member McCullough asked if there would be continued health educators at open houses and Know Your School nights to help parents make informed decisions about their child's education. Dr. Ganas responded that the Administration had connected with health educators and asked them to attend those evening events.



Dr. Ganas added that the virtual meetings are done with an interpreter while the in person meetings are done at the school with the health educator and if additional meetings are required the teachers can do that at the school level as well. Member Kamara asked if there are spaces for private conversations with parents and how the information for the time and place of these meetings is getting out. Dr. Ganas responded that parents and caregivers are notified through widespread information sharing practices that include phone calls, letters home, and the preferred way of communication that school has chosen. Member Kamara asked to develop a unified way to communicate with all families, specifically the ones that don't participate that much in these events.

*Member Kamara made a motion that there be continued virtual and in person Q&A sessions for caregivers and families for the comprehensive health curriculum, adding that information is going home to families in a variety of ways to make them aware of these events.*

*Member Kamara made a motion to provide information on what different schools are doing as far as their communications systems to see where there are strengths and opportunities to ensure that families are being connected appropriately based on their needs.*

*Member Kamara made a motion to look at working with the Community and Family Engagement personnel to further support the messaging around these events.*

*Member Mailman made a motion to continue to receive a biannual update in writing regarding the opt outs, the percentage of total opt outs for individual schools, and where the district is at in regards to staffing health educators by grade.*

*Member McCullough made a motion to ensure appropriate training of all health staff as the program moves forward.*

*Member McCullough made a motion to hold the item until December. On a roll call of 3-0, the motion was approved.*

#### gb 2-218.5 Administration

(August 8, 2022)

To accept the Early College Full School and Expansion Year 2; Fund Code 175 Grant from the Massachusetts Department of Elementary and Secondary Education Continuation administered by the Office of Early College in the amount of \$500,000.

The Director of Early College Education, Daniel St.Louis, explained that the Fund Code 175 Grant is specifically for Claremont Academy becoming a full early college high school. He added that as far as the city wide program goes, they have identified pathways and specific courses taken within the school year to give students the opportunity to achieve up to 30 college credits by the time they graduate.

Member McCullough asked if there is a sufficient number of students participating in this program, if there should be efforts to try to get more students involved, and where this program is going. Mr. St.Louis responded that the FC 175 Grant is a new deal that will begin in the fall and that there is hope in the future for growth of the program. Director of College and Career Readiness, Christopher Kursonis, added that this program is about helping underrepresented students. He added the data analysis they are looking into involves seeing which students are successful and why, how many came back and took classes, multiple classes, earned credits, and if they dropped a class, what was the reason for dropping it. Member Mailman asked if distance to colleges from the high schools made a difference for students and if there was data on if the students involved were first generation college

students. Mr. St. Louis spoke about his experience at University Park where the majority of participants were first generation college students.

Member Kamara asked for clarification on the charts provided that show the number of students graduating this year. Mr. St. Louis stated that there are two different charts, one is this year's data, regardless of the students graduation year and the second is showing graduating seniors only to show how many college credits they'd earned by the time they graduated. Member Kamara then asked about barriers to these programs like geographic locations, transportation, and if there is a way to work with guidance counselors to communicate these programs to students regardless of their grade level.

*Member Mailman made a motion to get an update in December on demographics of enrollment and an update in June on the overall report of the year for the early college courses.*

*Member Kamara made a motion to get an update in December on what information sharing sessions and recruitment tools have been utilized for recruiting students and then in June to get an overall update on the successes and challenges of the program including how those recruitment options and information sessions tied into the overall success for the year.*

*On a roll call of 3-0, the motions were approved collectively.*

IV. ADJOURNMENT

On a roll call of 3-0, the meeting was adjourned at 6:49 p.m.

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

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

The Standing Committee on Finance and Operations held a meeting on June 20, 2023, both online and in Room 410, Durkin Administration Building, 20 Irving St. Worcester. The meeting was called to order at 5:30 p.m. There were present Chair O'Connell Novick, Vice Chair Kamara, and Member Mailman.

qb 2-92.12 Clancey

(March 8, 2022)

Request that Administration provide quarterly reports regarding building maintenance to include timeframes on when work will begin and be concluded.

Facilities Director, Richard Ikonen and Assistant Director, Ryan Hacker, presented an update on the entire Department of Facilities Management including changes in leadership, staffing challenges, and an overview of District Capital Projects. Mr. Hacker spoke about the development of a new project tracking system for District Capital Projects.

Member Mailman asked if the facilities department would continue to use the Work Order system or move to their new projects tracking system. Mr. Ikonen stated that as soon as they were able to, they would begin to use the new tracking system. Member Mailman asked what the priorities were for the work that needed to be done at Chandler Magnet School, the timeline for opening new school buildings, and the reasons for certain projects taking so long to complete. Mr. Ikonen responded that there is a plan of attack for all of the projects that need to be completed for schools to be operational before the start of the next school year, but it is fairly common to have a list of tasks that still need to be completed even after the school year has begun. He added that the Facilities Department is working to improve the timelines for these projects.

Vice Chair Kamara asked if safety concerns at the Union Hill Street School playground were a part of the district-wide playground assessments. Mr. Ikonen responded that it was a part of the district-wide plan and there was an evaluation done for the work that needed to be done there. Mr. Hacker read from a report that outlined the specific issues that were identified at the Union Hill Street School playground.

Chair O'Connell Novick asked if the School Committee could do anything to help with staffing and supply line issues in the Facilities Department. Mr. Ikonen responded that there wasn't much that could be done because supply lines are still being affected by the pandemic. He added that there have been numerous interviews conducted in the Custodial Department to fill those positions and the Maintenance positions need to be filled by someone with a license.

Chair O'Connell Novick made a motion to hold the item.  
*On a roll call of 3-0, the item was held.*

gb 2-241.8 - Novick

(August 23, 2022)

To consider monthly updates on the implementation of district-operated transportation during the 2022-23 school year.

Director of Transportation, John Hennessey, gave an update on the implementation of district-operated transportation during the 2022-23 school year. He thanked the staff for their hard work over the past year.

Vice Chair Kamara asked if the Transportation department was going to embrace the new policy that would allow residents of any immigration status to secure driver's licenses. Mr. Hennessey responded that in order for someone to apply for a bus drivers license and start training, they must have their driver's license for at least three years.

Chair O'Connell Novick made a motion to file this item.

*On a roll call of 3-0, the item was filed.*

Chair O'Connell Novick made a motion to adjourn the meeting.

*On a roll call of 3-0, the meeting was adjourned at 6:36 p.m.*

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

The Standing Committee on GOVERNANCE AND EMPLOYEE ISSUES met on June 21, 2023, virtually. The meeting was called to order at 5:32 p.m. There were present: Member Johnson, Vice-Chair McCullough, and Chair Clancey. There were also present Executive Directors: Ellen Kelley, Tim Sippel, Will Foley, and Kareem Tatum.

gb 3-80.2 Clancey

(March 1, 2023)

To consider approval of the proposed 2023-2024 Student Handbook of the Worcester Public Schools.

Chair Clancey began with requesting that the dates and calendar be updated as well as having the section on Handbook Revisions to be updated after the acceptance of all changes. She also requested removing the section on Covid-19 Pandemic Information and updating the Table of Contents to reflect that. Dr. Sippel stated that the table of contents would be updated and the handbook repaginated once the handbook and its amendments were approved.

Chair Clancey asked if under the section labeled grades 7-12 in the registration section (agenda page 13), if that could be changed from "...at their respective high school" to "...at their respective school" as those grades could be a middle or high school. The Administration agreed with this change.

Vice Chair McCullough requested that under the Registration Policy for Elementary (K-6), the sentence be changed from "The five citywide magnet schools are:" to "The two citywide magnet schools are". Ms. Kelley requested approval of removing City View and Norrback from the list as they are no longer identified as Magnet schools and asked if Chandler Magnet should stay on the list at this time. Chair Clancey stated that part of the vote would include removing City View and Norrback from the list and that Chandler Magnet should stay until there is more clarity on if that will remain a magnet. She also stated that the line would then need to be changed to "The three citywide magnet schools are...".

Chair Clancey recognized the changes made to Agenda Page 18 and the Quadrant Office information. She also acknowledged the redline through the old dress code policy with the replacement of the previously approved dress code policy. The next section that required addressing changes was the policy on book bags under the section on Student Lockers, to update it to the language previously approved by the School Committee. Vice Chair McCullough asked if the change in policy meant that students must use a school-issued lock, to which Mr. Foley replied yes.

Chair Clancey continued with acknowledging the updates to the Code of Conduct section and the student discipline law language section by the Administration. Dr. Sippel noted that the parenthetical question in the parenthesis will also be removed.

On Agenda Page 54, Chair Clancey acknowledged the change from office of social and emotional learning to the Office of Climate and Culture. Vice Chair McCullough noted the change under Resolving School-Related Problems from Quadrant Manager to Executive Director and asked if that was an edit. Mr. Foley replied that it was an edit to reflect the update. Chair Clancey also asked in the resolution escalation flowchart if the update to Assistant Superintendent was also an edit. Ms. Kelley replied that it was also an update.

Chair Clancey asked for clarification on whether both the transportation policy and the transportation letter have to be separate. Mr. Foley replied that they were both necessary. Vice Chair McCullough requested confirmation that the students not released from the bus location was North High School. Dr. Tatum confirmed that was correct.

Chair Clancey noted the Administration's changes in the section on the Culture and Climate Department.

Vice Chair McCullough asked if work permits were also given to Middle school students who met the age criteria. Dr. Sippel replied that he believes it is traditionally an issue for High School students, but that he would confirm that information. Vice Chair McCullough stated that once they confirm then they can either leave the corrected language or she requested it be updated to reflect the inclusion of Middle Schools.

Chair Clancey acknowledged the red line changes from the Administration on Agenda pages 79-80. She then acknowledged the removal of the previous Attendance Policy with the replacement being the new Attendance Policy that was approved through the School Committee this year. Vice Chair McCullough requested adding the words "or communication" to the bullet that states, "illness without documentation" under examples of undocumented absences. Chair Clancey and Member Johnson agreed. Chair Clancey clarified that it should state, "illness without documentation/communication by parent/caregiver."

Dr. Sippel informed the Committee that the Minimum Undergraduate Admissions Requirements were also updated to reflect the current requirements. Chair Clancey acknowledged that change and asked if the MCAS scores were also updated to reflect the most current passing scores. Dr. Sippel stated that he will confirm the information, but that the Class of 2026 will have updated scores.

Vice Chair McCullough made note that throughout the Handbook, the contact information for Departments and Programs is typically kept more general, but that the Biliteracy program had specifics. She inquired about whether that should also be kept more general to keep consistency. The Administration agreed that consistency would be best. This change was acknowledged at a few different pages after this and the Administration agreed to change contact information from Individuals names to Titles where it is able to be changed and to keep the individual's name if the program rules mandate it.

Chair Clancey acknowledged and reviewed the remainder of red line changes/additions made by the Administration. She also requested that the link to the CORI form be hyperlinked into the pdf that will be on the website for easier access to the form. Dr. Tatum agreed to the addition of the hyperlink. Chair Clancey also requested that "Managers' Office" be updated to "Quadrant Office". Ms. Kelley agreed and stated in addition the contact number be corrected to 508-799-3499 as there is only one phone number for the Quadrant Office.

Chair Clancey also requested that the acknowledgement form be updated from 2022-23 to 2023-24.

Chair Clancey confirmed that nothing was missed with her colleagues and Administration. She then made a motion to approve the 2023-24 Handbook as amended.

On a roll call of 3-0, the motion was approved.

On a voice vote, the motion to adjourn was approved at 5:36 p.m.

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

The Standing Committee on School and Student Performance met on June 26, 2023, both online and in Room 410, Durkin Administration Building, 20 Irving St. Worcester.. The meeting was called to order at 5:00 p.m. There were present: Chair Johnson and Member O'Connell Novick. Vice-Chair Clancey was absent.

gb 3-170.1 Administration

(June 8, 2023)

To consider approval of the innovation school renewal plans.

Marco Andrade, PhD, the Director of Research and Accountability, made a presentation on the renewal process for the Innovation School Renewal Plans. Principal of University Park Campus School, Kaitlin Kelley Snow, shared information on the Innovation Renewal Plans in areas that include the curriculum, budget, scheduling calendar, staffing, and professional development. Principal of Worcester Tech High School, Drew Weymouth, stated that after a review of the previous five year Innovation Plans, the Worcester Tech faculty and staff decided to create a new vision for their school. He highlighted changes in the curriculum, schedule and calendar, staffing, and professional development.

Member O'Connell Novick asked how the Alumni Support Coordinator position is funded and if there were places for staff to share best practices discovered within the district. Ms. Snow responded that there was a Spanish teacher who devotes half his time to teaching and the other half to the Alumni Support Coordinator's responsibilities. She added that a lot of teachers share best practices at department head meetings and through liaisons.

Member O'Connell Novick asked Mr. Weymouth how Worcester Tech was planning to incorporate student voices in the Academy Leadership Teams. He responded that there are Student Leadership teams that meet monthly with the Academy Vice Principals where students can voice their concerns, complaints, and other feedback. Mr. Weymouth also explained that they use student support data analysis and regular meetings to check in with students. If they hear that a student is unhappy, the school makes it their responsibility to align their interests with the curriculum.

Chair Johnson asked for more information about the facilities and resources budget under the SWOT (Strengths, Weaknesses, Opportunities, Threats) Analysis. Mr. Weymouth responded that in any technical school there is a need for a capital improvement plan as well as regular facilities updates.

Member O'Connell Novick asked if there are models within some of the autonomies and flexibilities of Sullivan Middle that should be applied to all middle schoolers. Principal of Sullivan Middle School, Shannon Conley, responded that they used the success model of the Goddard Scholars Academy when it became a turnaround school. That model allowed them

to mimic some of the policies with success, but due to the school's large population they couldn't adopt every policy. When asked about accessibility and equity, Ms. Conley stated that the Star program opened up admissions which increased equity for the Middle School. She added that overall the Goddard Scholars Academy started reaching out to younger students to give them and their caregivers an opportunity to learn about their education options at different schools/programs at an earlier age.

*Chair Johnson made a motion to approve the Innovation Plans for three Schools. On a roll call of 2-0 (absent Ms. Clancey), the motion was approved.*

*On a roll call of 2-0 (absent Ms. Clancey), the meeting was adjourned at 5:56.*



# **UNIVERSITY PARK CAMPUS SCHOOL**

## **INNOVATION SCHOOL PLAN**

## INNOVATION SCHOOL INFORMATION SHEET

Proposed Innovation School Name:	<b>University Park Campus School</b>
Full/Partial Conversion or New:	<b>Partial Conversion</b>
School Address:	<b>12 Freeland Street Worcester MA 01603</b>
Primary Contact Name:	<b>Kaitlin Kelley Snow</b>
Primary Contact Phone Number(s):	<b>508-799-3591</b>
Primary Contact Fax Number(s):	<b>508-799-8159</b>
Primary Contact Email Address:	<b>snowk@worcesterschools.net</b>

## **Executive Summary:**

University Park Campus School was founded with the mission of preparing all students for college. As an Innovation School, UPCS will continue to provide a strong and rigorous curriculum where every student is exposed to the necessary reading, writing, thinking, and problem-solving skills to be ready for a postsecondary life of college, career, and civic readiness.

The Main South community of Worcester has a challenged demographic as it pertains to college acceptance and perseverance. Nationally, only a small percentage of students from low-income families enroll in college. Even a smaller number obtain a degree or certificate. The statistics are also bleak for students of color and first-generation college goers. UPCS will challenge these statistics.

Being an Innovation School will permit UPCS to make consistent and measurable gains towards both college acceptance and success for every one of our graduates. Having autonomy in curriculum, instruction, and assessment will allow classroom teachers to carefully craft the content for their students. Freedoms in instruction will allow the faculty to have a shared definition of high-quality teaching and learning. Further, instructional coherence will provide a consistent approach to learning for all classes irrespective of course content. Both formative and summative assessments will be used to assess student learning and acquisition of key content and habits of mind, and the school will use a variety of assessments to ensure that it is living up to the core values, vision, and mission set forth.

Autonomy in the area of budget will afford the school the opportunity to make critical resource decisions that best serve the students at the school, and the daily schedule will be created to ensure maximum learning time for students at all levels. Moreover, the daily schedule is handcrafted to ensure that certain classes, where students demonstrate greater need, are longer than others. UPCS will exercise important staffing autonomies that will afford the community of the school to determine who will be hired when openings exist. Panels of teachers, parents, and students will be involved in interviewing and vetting potential teacher candidates. Further, while evaluation of teachers will follow the current collective bargaining agreement, teachers will also receive feedback on their use of the school's common instructional framework and definition of high-quality teaching and learning.

The school will have a strong, embedded professional development program. Teachers will be valued as professionals; they will be enriched and will thrive. Teaching as a reflective art where professionals observe one another and provide feedback on practice will be the norm. Workshops on the common instructional framework, developed by colleagues, will be the source of professional development for current teachers.

As an applicant group, the teachers and administration of University Park Campus School is uniquely positioned to ensure that the school will be a success well into the future. No one knows our students, families, and neighborhood better than the teachers who work at UPCS. With the autonomies outlined in our Innovation School Proposal comes great responsibility. The dedicated and talented group of teachers and administrators at UPCS accept this responsibility wholeheartedly, and are, frankly, too stubborn to allow it to fail.

### **Public Statement:**

University Park Campus School, a Worcester Public School, is excited to announce that it has submitted a plan to the Worcester School Committee for consideration as a partial conversion-model Innovation School. Located at 12 Freeland Street and servicing 240 students, grades 7 thru 12 from the Main South neighborhood immediately surrounding Clark University, University Park has had a twenty five-year track record of success with urban youth. Maintaining status as an Innovation School represents a commitment to an innovative, national model for urban education. Linked closely with its founding partner, Clark University, UPCS will provide a first-class, college-ready, education for all students in an all honors, highly coherent instructional setting.

## I. Innovation School Mission, Vision, and Statement of Need

### A. *University Park Campus School* *Mission*

*“For every atom belonging to me as good belongs to you.” - Whitman*

University Park Campus School exists to provide a first-class education to a traditionally disadvantaged population. Situated in the economically challenged Main South section of Worcester, UPCS is a public, 7-12 school that accepts neighborhood students of all abilities and prepares them for success in college.

Students will be taught to read, write, and think on their own, with the realization that hard work develops a strong intellect. Every single student pursues a rigorous academic program consisting of all honors classes. At the same time, instruction is individualized to connect to each student’s particular level of development. There is no tracking. Instead, there are small, heterogeneous classes centered on active student inquiry and collaborative group work. UPCS utilizes extended learning blocks, morning and afternoon academic help sessions, a rich variety of extracurricular activities, and a range of powerful summer learning opportunities to develop well-rounded, deep-thinking individuals.

Students study in a building that is small, nurturing, intimate, and comfortable, but one that is inextricably connected to Clark University. The Clark University Hiatt Center for Urban Education is an important partner in developing and implementing effective teaching strategies. In addition, Clark offers UPCS students access to a number of facilities, including a research library, gymnasiums, classrooms, commons area, etc. In addition, every UPCS student will take at least one college course from Clark or from another member of the Worcester College Consortium.

The mission at UPCS is to produce students who are confident and who understand that desire and hard work beat adversity.

*B.****VISION***

The vision of University of Park Campus School is for each student to graduate prepared for success in college. This includes the ability to work collaboratively with different people, to communicate effectively in a number of formats, to think independently, to persist in difficult tasks, to be reflective, and to contribute to society in a positive manner. Students should have plans to pursue post-secondary studies, and they should have all the confidence and skills necessary to pursue those studies successfully.

As an institution, the goal of UPCS is to continually reflect upon both our successes and our shortcomings, and to use this reflection to revise instructional practices to best serve our students.

***FOCUS STATEMENT***

To ensure that all students are college ready, University Park Campus School will focus on teaching kids to read, write, and think analytically and critically.

***UNIVERSITY PARK CAMPUS SCHOOL******CORE VALUES STATEMENT***

The goal at UPCS is to produce resourceful, reflective, and responsible scholars who approach new learning situations with a unique sense of eagerness and confidence. Whilst engaging in college preparatory content, UPCS students are expected to evaluate, analyze, infer from, retain and apply information. This becomes possible, we believe, when students are trained as thinkers—when they are encouraged to practice, to notice, to inquire, and to experiment. Under these circumstances, instruction must be personalized, content taught alongside study skills relevant to the 21<sup>st</sup> century, and both latter and former tied to real world application. It is also necessary, if students are going to go on to pursue post-secondary course work and eventually become leaders within their chosen fields, that learning be framed as an ongoing process—complete with pitfalls. Failure cannot be seen as reason to give up, but rather the

opposite, a catalyst to do better next time. Our students shall discover that persistence coupled with real, focused effort, will pay off. All are deserving of success, but none can achieve it without hard work. Our teachers will embolden students to pursue their passions, encourage them to value the journeys they take to reach their goals, and allow them to take responsibility for and ownership of their own learning.

## **21<sup>ST</sup> CENTURY LEARNING EXPECTATIONS**

### **Academic Expectations**

**Read: Read and deeply understand a variety of genres across all subject areas.**

- **Comprehension**
- **Analysis**
- **Application**
- **Locate and Evaluate Relevant Data from Tech Sources**

**Communicate: Write and speak to communicate ideas and demonstrate learning.**

- **Writing to learn**
- **Providing and using evidence**
- **Writing Style**
- **Clarity of Spoken Communication**
- **Use Technology to Communicate Ideas**

**Think Critically: Persevere through complex tasks, synthesize information, and demonstrate understanding.**

- **Purposeful questioning**
- **Problem Solving**
- **Synthesizing**
- **Use Technology to Solve Problems**

**Collaborate: Facilitate and take ownership of learning.**

- **Dependability**
- **Shared responsibility**
- **Respect for multiple viewpoints**

**Reflect: Reflect on academic growth.**

- **Realistic self-evaluation**
- **Setting goals and making plans**
- **Follow-through/Implementation**

**Social and Civic Expectations****Develop and maintain the collaborative UPCS culture.**

- **Preparation**
- **Leadership and mentoring**
- **Attendance and punctuality**
- **Classroom behavior**
- **Work Ethic**
- **Ethical Use of Technology**

**Contribute to the greater global community.**

- **Historical awareness**
- **Respect diversity / Cultural awareness**
- **Environmental awareness**
- **Community Engagement**

*C. Statement of Need:*

University Park Campus School (UPCS), a public, grades 7-12 school was created in 1997 and has served students of the Main South section of Worcester Massachusetts. Main South is one of the city's most economically challenged areas and as a result, the neighborhood has felt a significant decline for the past several decades. Along with the economic problems, the neighborhood has also been challenged by a high concentration of crime and gang involvement. Yet, the neighborhood also has many important and significant resources that can drive improvement; Clark University, the Boys' and Girls' Club, St. Peter's Church and several businesses also call Main South home. In this way the neighborhood is uniquely positioned to face its challenges head-on and make a difference in the lives of its young people.



As a secondary institution, UPCS has had a twenty five-year history of success especially in light of its demographic. The ethnic make-up of the school mirrors that of the neighborhood. It has an 80% free or reduced lunch population and 65% do not speak English as their primary language. In these ways, the population at UPCS has narrowed or eliminated the achievement gap that has persistently plagued our nation's schools. More impressive than test scores, UPCS has a record of 100% college acceptance and of this amount, 95-100% of its graduates go on to college; nearly 80% of those students who matriculate to college have or are on track to graduate from college within six years. Most of these students attend four-year college institutions and less than 10% of our students are required to take remedial courses in college, a number that has been dwindling.

Yet, we are not without our challenges. Our schools' promise has all students getting into college and making it through. We need to ensure that every child is ready for college, career, and citizenship. We need to ensure that no student, not one, needs remedial course work when entering college and we need to strengthen our college partnerships with those schools where our students matriculate.

UPCS has also felt budget crunches throughout its illustrious history. Originally planned with an extended school day, this was lost as a result of budget cuts that came years ago. Moreover, since the school is small, with such a cohesive and coherent culture, filling open positions has historically been a real concern. We believe that the Innovation Schools' autonomy of staffing and hiring will empower the school community to choose the teachers and staff that best serve us.

UPCS tracks its alumni in very unique ways and our senior and junior year schedule provide opportunities for students to practice "college ready" skills. The autonomies of scheduling and curriculum will ensure that these opportunities are continued and enhanced.

The staff and faculty as well as the Site Council and Parent Council have had several discussions regarding the opportunity for UPCS to continue its status as an Innovation School. It has met

with resounding approval. The staff believes that in many ways, maintaining Innovation School status will ensure that UCPS continues to work in innovative ways to achieve student success.

The essential autonomies for the school will ensure a continued enhancement of our college, career, and civic readiness. In addition, it will allow us to make significant movement on our school improvement plans of increasing the amount of college ready students and decreasing the number of students who will need remedial courses. It will also ensure that our school will have the control over budget, staffing, and curriculum such that changes and modifications can be exercised when necessary and allow the school to monitor and assess the progress of students in the school and alumni.

UPCS prides itself on individualized instruction. Teachers continuously assess student learning and make appropriate standards-based adjustments. STAR and MCAS scores, as well as our UPCS School Plan to Improve Student Outcomes, indicate that a great majority of University Park students enter grade 7<sup>th</sup> performing below grade level. Curricular autonomy will ensure that teachers can adequately meet students at their levels and proceed accordingly. This may mean that teachers do not follow the prescribed city curriculum, select their own textbooks, or dedicate less time to standardized testing, particularly the winter administration of STAR. In addition, autonomy in Professional Development will enable teachers to target specific PD for specific grade levels, subjects, and student needs. Ultimately, the benefit is a vertically aligned six-year curriculum that is capable of taking kids who are years behind grade level, and preparing them for college. In a unique building like UPCS, curricular autonomy is a must.

Such flexibility will also allow the faculty of UPCS to address the needs of students who struggle, particularly English Language Learners and Special Education students. As reflected in our School Plan to Improve Student Outcomes, these subgroups of students are in need of extra support. The flexibility of an Innovation School will give us the ability to truly individualize instruction for these students. Perhaps they will need one-on-one tutoring from a teacher; perhaps a targeted summer program could focus on particular skill development.

Such flexibility is also important in the high school grades. UPCS students embark on an arduous journey to college that includes classes modeled after college syllabi, courses taken at Clark University, Worcester State, and Quinsigamond Community College, and Junior and Senior seminars intensely focused on the college application process. We also partner with groups such as “Upperward Bound” to raise SAT scores. In addition, students are tracked after they leave UPCS in order to gather data on college persistence and success. UPCS needs flexibility in curriculum, staffing, and schedule to make these initiatives possible. One necessary addition to further this work will be a second guidance counselor.

In recent years, University Park has noted an increasing need in the area of students’ mental health. Currently, the staff at UPCS works hard to identify resources when it becomes clear that students are in need of help. The addition of a full-time adjustment counselor when this plan began has been key to addressing this issue. Our student population faces some of the greatest challenges that children can face—they deserve to have someone at school equipped to handle the most difficult of circumstances and to coordinate efforts to help, in school and out.

The smallness of University Park’s staff has caused numerous difficulties. Having only one custodian means that the faculty has limited access to the building. In the urban neighborhood of UPCS, the safety net provided by an open school building is a necessary support for teachers and coaches leading students in after-school activities, whether running on their cross country course, practicing for the school play, or participating in a program such as, “Gal Empowerment” or “IVOC.” As such, we request faculty access to the building without the presence of a custodian, as well as the option to add a custodian or allow for a flexible custodial work schedule.

Finally, the faculty of University Park would like to place a focus on the increased use of technology in its efforts to educate the whole child in the 21<sup>st</sup> Century. While we fully acknowledge that the teacher in the room is the most powerful force in the education of students, technology can be a compelling supplement to the classroom, and a valuable tool for parent outreach.

### *D. Proposed Partnership:*

**University Park Campus School (UPCS)** was conceived in partnership with Clark University, motivated by the belief that every neighborhood student can qualify to attend college and develop the foundation for a good adult life. The school continues to be a “partnership school” dedicated to this mission. Partnership is woven into the life of the school—into its identity, curriculum, culture, and practices. The Clark campus is as much a part of the school space as its home base on 12 Freeland Street, Clark Master of Arts in Teaching students and Education faculty support learning at the school just as the permanent teachers do, the permanent teachers help guide the Education graduate students in their development as teachers just as the Education faculty do, and upper-level UPCS students take introductory Clark courses just as Clark students do. Clark University and UPCS have been inseparable since the school’s beginning and that fundamental relationship will be essential to the school’s identity as an Innovation School.

Below we identify the understandings, commitments and basic practices that will define UPCS as an Innovation School partnership with Clark.

1. Mission: The core mission of the partnership is to prepare and qualify all students in the defined University Park Partnership area of Main South for postsecondary education. As an Innovation School, UPCS will continue to play a critical role in the revitalization and stabilization of the Main South neighborhood. It will serve also as an incubator for effective educational practice and knowledge about practice in an urban setting, a model site for teacher preparation, and an example and active support for other schools in the neighborhood following the same path, working in tandem with Clark’s planned Adam Institute for Urban Teaching and School Partnership and Hiatt Center for Urban Education to enact a philosophy that puts students as powerful thinkers at the center of learning.
2. Neighborhood student eligibility: UPCS will continue to serve students living in the prescribed University Park Partnership area near the University in Main South. All eligible students and their families will be informed of their eligibility by the end of 6<sup>th</sup> grade and invited to enter the school’s lottery. Students will be selected for enrollment by lottery; siblings of enrolled students will automatically qualify to attend the school.

3. Principles of operation and governance: The partnership operates with the following understandings:
- University Park Campus School will function as an Innovation School under the auspices of the Worcester Public Schools and Worcester School Committee.
  - The principal and teachers of the school will have primary responsibility for determining, assessing and developing the internal practices and policies of the school. The principal will keep the Director of Clark's Adam Institute for Urban Teaching and School Partnership and/or Clark's Vice-President for Community Affairs apprised of developments in these areas and will ask for feedback and/or support as appropriate.
  - For matters concerning the partnership, Clark's Vice-President for Community Affairs and the Director of Clark's Adam Institute for Urban Teaching and School Partnership, or their designees, will serve as primary consultants and colleagues in decision-making; other Education faculty are also available as colleagues and resources. These Clark representatives, or their designees, will also serve on the school's Advisory Board and have an opportunity to interview principal candidates should the position be open.
  - A Partnership Committee, consisting of Clark's two primary representatives, the Assistant Superintendent of Teaching and Learning of the Worcester Public Schools, another representative of the Worcester Public Schools, and the school principal will meet if and when needed to discuss particular school or partnership issues, to consider modifications to the policies of the school (for example, student enrollment), or to review the progress and performance of students at the school.
  - The UPCS principal and designated teachers will meet with the Director of Clark's planned Adam Institute for Urban Teaching and School Partnership and faculty members, as agreed upon, to assess goals and activities in teacher education, professional development, curriculum, and/or academic support for students.
  - The Director of the Adam Institute or designated faculty member will have an opportunity to participate in the review of prospective teacher candidates, should a position be open, either as part of the school Advisory Board if the Advisory Board is involved or as part of another group in the process.

4. Institutional Commitments: In meeting its partnership commitment, the University will:
- Provide a tuition-free undergraduate education for all students who have lived in the target neighborhood for at least five years and who meet University admissions requirements.
  - Provide qualified UPCS students with opportunities to take University courses on a space-available basis each semester.
  - Provide up to five graduate education courses for teachers on a tuition-free basis.
  - Provide additional professional development opportunities for individual teachers and groups of teachers, based on current professional development goals, interests and availability (for example, participation on Adam Institute Curriculum Teams).
  - Prepare and assign a group of graduate teacher interns from the Master of Arts in Teaching program to learn to teach and share teaching responsibility in the school from the beginning of the school year until the end of the University academic year unless otherwise agreed upon.
  - Help develop and coordinate programs that build college awareness and aspiration for postsecondary education, including a mentor program that pairs University students with UPCS students at targeted grade levels.
  - Provide work-study students and volunteers to help with before and after school tutoring, and to assist in school operations, as agreed upon, and as they are available.
  - Arrange short term academic seminars taught by University faculty to introduce UPCS students to University academic and intellectual life.
  - Allow use of facilities such as the gymnasium, athletic fields, and library as available and mutually agreed upon.
  - Work in tandem to secure external funds to enhance curriculum, academic learning, and professional development.

In meeting their partnership commitment, the teachers and principal will:

- Build a strong culture of learning and achievement at the school consistent with the school's mission and vision.
- Develop and assess the middle school (grades 7-8) program so that it builds the capability and confidence of all students as readers, writers, and thinkers who enjoy and value learning.

- Develop and assess the grades 9-11 program so that students develop core content understandings, habits of mind and learning in line with the way of knowing of each discipline, and the capacity to handle rigorous college-level work;
- Develop and assess the 12<sup>th</sup> grade program so that it serves as a transition to college.
- Work collaboratively to build a strong culture of professional learning, in which teaching practice is shared and transparent, based on a commitment to excellence; collaborate on curriculum planning, analysis of student performance, assessing and responding to student needs, and Rounds.
- Work collaboratively with Clark education faculty on the activities above, as mutually agreed upon.
- Support the teacher education programs of the planned Adam Institute for Urban Teaching and School Partnership (in particular the Master of Arts in Teaching program) by serving as demonstration teachers and Mentor Teachers, hosting Rounds, assisting in course instruction and assessment, and other activities, as mutually agreed upon.
- Support the effort of the Promise Neighborhood initiative to build a strong set of schools and school-connected services for neighborhood students.
- Host and inform visitors from other schools and universities interested in the Partner School work.
- Participate in collaborative research with University faculty as mutually agreed upon, and as approved according to district and University guidelines.

## **II. How will the Autonomy and Flexibility Be Used:**

### *A. Curriculum, Instruction, and Assessment*

#### **Every Student Can and Will**

The instructional philosophy at University Park Campus School is based on the belief that all students can learn, all students can achieve at high standards, and all students can be successful in college. As stated in our mission, we take on the responsibility, obligation, and promise to prepare every child, regardless of background, ability, and circumstance, for success in college. To accomplish this goal, our curriculum, instruction, and assessment must be rigorous, individualized, and designed to foster confident thinkers. Most importantly, however, is the need for teachers to be stubborn in their insistence that each student succeed, persisting to find a way to get through to each child. We dedicate ourselves to finding innovative ways to motivate, encourage, teach, assess, and instruct all students, while striving to build students' confidences as thinkers, learners, and contributing members of the community and eventually society as a whole.

In an effort to ensure all students meet high standards, we refuse to track according to ability. Research, time and time again, has found that grouping students in lower-ability tracks further perpetuates the Achievement Gap, as these lower tracks have been found to contain disproportionate numbers of minorities and students of low socio-economic status. Students in lower levels are often limited by the belief that they "can't" and are not exposed to higher order thinking skills or appropriately challenged. The classes at UPCS will not be tracked; they will be heterogeneous. All students will be enrolled in an honors curriculum that will communicate high expectations, regardless of academic ability or background. Teachers will work tirelessly to support each student in completing rigorous course material. Instructional practices and teacher actions will support the UPCS "can do" attitude, and students will learn that persistence and hard work pay off.



### **Student-Centered Instruction**

All students can think. The thinking curriculum at University Park Campus School will support all individuals in developing academically. In honors classes designed to challenge and to support all learners, teachers will constantly question and develop engaging lessons that empower all students to think and act as mathematicians, historians, researchers, scientists, etc. A variety of instructional approaches, resources, materials, and assessments will be used. The students themselves, through a hands-on, minds-on, collaborative approach, will uncover new knowledge and understandings, thus, truly learning and taking ownership of their own ideas. They then become confident thinkers and problem solvers.

This process begins when seventh graders enter UPCS prior to the school year for the two-week Summer Academy. During those weeks, students meet their teachers, teachers assess needs of students, students learn the routines and procedures expected in their classes, classmates begin to collaborate with one another, and students learn that original thinking is not only respected but required. Students who enter the building as seventh graders, unwilling to pick up a pencil on day one of our Summer Academy, afraid to make a mistake or to show how little they have learned in prior classes, show substantial growth in confidence and ability by the time they enter their next summer bridge program at the transition between middle and high school.

Instruction at UPCS is articulated in the “High Quality Teaching and Learning” document created and adopted by the faculty at UPCS. The values of deep content knowledge, student-centered learning, and measurable outcomes are showcased and described. The critical role teacher thoughts and actions play in upholding the positive learning culture of UPCS is a major reason for seeking autonomy in staffing and is also demonstrated in this document.

To support the student-centered teaching and learning and to ensure that all students are accessing an honors curriculum, we will utilize the UPCS Common Instructional Framework. The common instructional framework, based on the idea that students need to be constantly interacting with rigorous material, consists of six instructional strategies (see below).

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## Common Instructional Framework

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University Park Campus School (UPCS) implements a common instructional framework consisting of six instructional strategies. These strategies create classrooms that allow for powerful learning and powerful teaching and form the basis of a coherent college-preparatory curriculum. They give all students of all skill levels access to the complex information needed to meet state and college-ready standards. These instructional strategies succeed because they engage all students in learning and require them to take an active role in their education.

**Collaborative Group Work:** Collaborative group work involves bringing students together in small groups for the common purpose of engaging in learning. Effective group work is well planned and strategic. Students are grouped intentionally with each student held accountable for contributing to the group work. Activities are designed so that students with diverse skill levels are supported as well as challenged by their peers. Collaborative group work uses questioning, scaffolding and classroom talk and centers literacy groups.

**Writing to Learn:** Writing to learn is a strategy through which students can develop their ideas, their critical thinking abilities and their writing skills. Writing to learn enables students to experiment every day with written language and increase their fluency and mastery of written conventions. Writing to learn can also be used as formative assessment and as a way to scaffold mid- and high-stakes writing assignments and tests.

**Questioning:** Questioning challenges students and teachers to use good questions as a way to open conversations and further intellectual inquiry. Effective questioning (by the teacher and by students) deepens classroom conversations and the level of discourse students apply to their work. Teachers use this strategy to create opportunities for students to investigate and analyze their thinking as well as the thinking of their peers and the authors that they read.

**Scaffolding:** Scaffolding helps students to connect prior knowledge and experience with new information. Teachers use this strategy to connect students with previous learning in a content area as well as with previous learning in an earlier grade. Scaffolding also helps facilitate thinking about a text by asking students to draw on their subjective experience and prior learning to make connections to new materials and ideas.

**Classroom Talk:** Classroom talk creates the space for students to articulate their thinking and strengthen their voice. Classroom talk takes place in pairs, in collaborative group work and as a whole class. As students become accustomed to talking in class, the teacher serves as a facilitator to engage students in higher levels of discourse. Classroom talk opens the space for questioning, effective scaffolding and successful collaborative group work and literacy groups.

**Literacy Groups:** Literacy groups provide students with a collaborative structure for understanding a variety of texts and engaging in a higher level of discourse. Group roles traditionally drive literacy groups by giving each student a role to play and a defined purpose within the group. The specific roles or discussion guidelines may vary for different content areas, lengths of texts, or student level of sophistication using this strategy.

The pervasiveness of these strategies helps acculturate new students quickly to UPCS's emphasis on original thinking and enables students to construct their own knowledge, communicate and build upon one another's ideas, and truly own the concepts and skills taught. The cohesiveness of instruction through the use of these strategies also promotes Literacy Across the Curriculum. Students read, write, communicate, and think in all disciplines.

Upon walking through the classrooms and halls at UPCS, you might see students writing "Dear Confundido" letters in Spanish class to explain how to conjugate a new verb tense (writing to learn), in groups problem solving vocabulary and content-rich puzzles in math class (collaborative group work), engaging in a Socratic seminar in English class to discuss the growth of a literary figure (classroom talk), analyzing historical pictures and primary source documents to understand events of the past (scaffolding), actively engaging in a scientific literature group to read and understand a collegiate article about the adaptation of a particular species (literacy groups), or questioning the validity of their peers' literary criticisms in English class (questioning). In addition to students questioning one another, you would also see teachers inviting all students to engage in rigorous material with questions like, "What do you notice?" All kids can notice something, so all kids have an entry point. You would see teachers asking questions like, "Why do you think that?", "Where is your evidence?", "Why does that procedure make sense?" to ensure students are thinking deeply about the material.

The six strategies will be used across all subjects and within each grade level so that students are talking, thinking, and doing within each class. To aid in the application of these strategies, the Stages of Implementation document was created by a group of UPCS teachers. New staff members are expected to embrace these approaches and will be supported in efforts to implement the strategies through mentorship, the rounds process, and professional development workshops.

### **Individualized Instruction**

To ensure that all students proceed to the next stage in their own development, a substantial amount of the instruction at UPCS will be individualized. The instructional framework itself, allows for students to work and improve at their own levels. Further differentiation will allow for those who are struggling to spend more time reinforcing core concepts, while others can proceed to more challenging problems. There are a variety of ways that this differentiation will be accomplished within the classroom, including task differentiation, extension problems, test

corrections, peer editing, written feedback, teacher-student conferences, dialogue journals, and mini-lessons for small groups. Computerized STAR testing data, in addition to classroom-based assessment, will provide help in determining groupings for differentiated activities in English and Math classes.

A wide number of practices will provide both remediation and enrichment for individual students at UPCS. For special education students, Individual Education Plans (IEP's) will be developed by specially convened teams and then communicated by our special educator directly to the teachers. Whenever possible, IEP services will be provided in a, "push-in" model. As needed, students on IEP's will be pulled from a class other than the 4 core subjects of Math, English, Science, and Social Studies to receive additional instruction and study support for one period each day. At our weekly Wednesday meeting and at other times throughout the week, teachers in core academic areas will work closely with our special education teacher to plan accommodations and interventions for individual students. For students who may need services but have not been previously identified, teachers will initiate the Student Support Process.

English language learners, through sheltered English immersion, will be supported by the multi-modal student-centered approach to instruction, the school's commitment to Literacy Across the Curriculum, individualization within every classroom, as well as ELL classes that run parallel to language courses. The ELL teacher may also provide in-class support when possible.

For those who still struggle with the material or the work habits needed to understand it, our after-school program will provide valuable resources. This program will include both voluntary and compulsory attendance. Resources will include teachers and tutors ranging from upper class high school students to students from two local colleges: Clark University and The Massachusetts College of Pharmacy. To aid in shoring up both literacy and numeracy skills, mandatory classes for middle school students will be held as needed.

For students who fail to achieve a score of proficient on the sophomore administration of one or more sections of the MCAS, regular tutoring sessions with an individual teacher will be scheduled.

Not only will teachers work assiduously to ensure struggling students succeed, but also to challenge gifted and talented students. Students will know that their work in the classroom is never done; there is always something to learn. Therefore, teachers will be overly prepared with extensions that require an intense level of thinking and content. These extensions may take on a variety of different formats but will be constructed or chosen with the individual students in mind.

Opportunities for gifted and talented students outside of the classroom include participation on math team, which competes against other regional schools in rigorous competitions, and participation in the drama club, which presents quality productions of literary plays. Once students reach the eleventh and twelfth grades, they have the opportunity not only to take advanced placement courses in several subjects, but also to take college courses free of charge at Clark University or through the dual enrollment program at Quinsigamond Community College and Worcester State University.

### **Class Size and Courses Offered**

To allow for the extent of individualization needed to accomplish our mission, class size must be limited. The maximum number of incoming seventh graders at UPCS will not exceed 45. Given that there are 2 classes of students per grade level, class size for seventh through tenth graders will not surpass 23. When it makes sense for instructional purposes, (i.e., aligning to the college experience, allowing choice of elective), upperclassmen may be in a class of more than 23 students. Teachers will have student loads averaging ninety students.

Students do not have choice in terms of course selection until 11<sup>th</sup> and 12<sup>th</sup> grades. This is partly due to our small size, but more importantly, this reflects deliberate scheduling choices to maintain a focus on core academics and college readiness. With the exception of Wednesday scheduling and gym class, middle school students and 10<sup>th</sup> graders will simply take the five core subjects (Math, Science, Social Studies, ELA and Numeracy) and a fifth class of Literacy/Computer Science Design at the middle school level or Spanish at the high school level. Ninth graders will take the four core subjects, Spanish, and Art. The schedule shows the course choices that will be available to 11<sup>th</sup> and 12<sup>th</sup> graders, but all students will be required to take

college requirements as well as senior seminar which aids in the college application and decision process. In addition, students will take a college course before graduating UPCS.

### **Teachers as Curriculum Experts**

To motivate, encourage, and teach rigorous material to every student in our diverse classrooms, filling in substantial learning gaps along the way, creative approaches and individualization are compulsory. Teachers need to be able to design curricular to fit the abundant needs within our inclusion model. Writers of curriculum packages do not know our students like we do, and many programs do not promote the level of student engagement and thinking bolstered by our Common Instructional Framework. Teachers need, and according to past success on MCAS, arguably even deserve, the flexibility to select and utilize a variety of sources, and determine pacing and sequencing. Our strengths and weaknesses differ from that of other district schools, and to further improve upon the successes we have accomplished, we need the ability to make curricular decisions free from district-wide mandates. To continue to improve in carrying out our mission to prepare all students for college success, autonomy in curriculum is vital.

University Park Campus School will rely on their teachers as the curriculum experts. The curriculum at University Park Campus School will be clearly illustrated in our teacher-generated curriculum maps. These maps, equipped with timing, content, essential learning questions and concepts, assessments, instructional practices, as well as linkages to the school-wide, state and department standards and expectations. Curriculum maps will continue to rely on a variety of sources and allow for individualization. Analysis of MCAS, SAT, STAR, college alumni, and classroom data will continue to inform curricular decisions. The curriculum maps will undergo self-evaluation often and peer review at least yearly to ensure alignment to the Common Core Standards as well as vertical and horizontal alignment.

The instruction at UPCS does and will continue to adhere to the Common Core ELA Anchor Standards and the Mathematics Practice Standards. The ELA Common Core Anchor Standards emphasize reading, writing, speaking and listening, and standards for language. Reading for understanding, writing to learn, and communicating to be understood are fully integrated into a

student's experience at UPCS. Given curricular and instructional autonomy, we will continue to help students make wide gains in these college-ready skills.

The Mathematics Common Core Practice Standards will continue to be actualized as students make sense of problems and persevere in solving them, reason abstractly, construct viable arguments and critique the reasoning of others, appropriately use models and tools, attend to precision, and look for patterns in all math classes, but also within the other disciplines. With autonomy over curriculum and instruction, we will continue to ensure that students analyze, synthesize, construct, and communicate their own knowledge and opinions based upon research, experimentation, and collaboration.

In addition, UPCS will focus our efforts on increasing students' performances in Mathematics, which is a current need. Numeracy will be offered in the middle school, and after-school programming will be vital in addressing the gaps incoming seventh graders exhibit.

To ensure vertical alignment, looping will continue at the middle school level. Looping also occurs to some degree in the high school as a necessity due to our small size. The practice of looping, as well as full day workshops, Wednesday morning meetings, and informal discussions will be utilized to ensure vertical alignment. The curriculum will be horizontally aligned, as there is one teacher per discipline per grade, and teachers of the same students will collaborate to make interdisciplinary connections when appropriate.

Students are trained to be inventive thinkers and problem solvers across disciplines as they explore mathematical phenomena, different points of views, scientific data, primary sources, and various literary pieces and consequently come up with and justify their own ideas and/or solutions. Students communicate in a learning culture that values and supports collaborative learning and classroom talk. Students often have formal as well as informal presentations during which they practice public speaking. Students not only become culturally and globally aware citizens through curriculum, but also by participating in internships and community service. Students know how to be a valuable team member, because they are expected to work in teams on a regular basis. Through unwavering support and persistence from the teacher, a curriculum and instructional methods that celebrate what one can do instead of focusing solely on what one

does not know, and collaborating with their peers, students eventually realize that they can succeed academically, and do not shy away from a challenge.

Changes have been made to better align junior and senior year to the college experience. To ensure that students are prepared for the rigors of a college education and equipped to handle the fact that not all college classes are interactive and supportive like those at UPCS, upper-level courses have become more analogous to college courses being syllabus-driven, lecture-style, and requiring large amounts of individual reading. Through data analysis, reflection, and collaboration on the part of UPCS teachers, the need for these changes was confronted, analyzed, and addressed. These efforts have proven successful as evidenced by our recent alumni data. Luckily, we were able to make these changes as a school. Autonomy over curriculum, instruction, and assessment would allow us to continue to make the necessary changes to ensure we are carrying out our mission.

### **School Community Supports Instruction**

The work of teachers will often mirror that of the students at UPCS in the way that they examine, reflect, analyze, synthesize, problem solve, communicate and collaborate. The staff will challenge themselves and work together to do what is best for kids. The faculty community, empowered by the principal's commitment to shared leadership, supports teachers in truly making a difference for each student.

The culture at UPCS is created not just by staff, but also by students. This will continue to happen informally with students offering each other help and constructive criticism on a daily basis, but we also will have in place some formal mentoring structures to help reinforce this dynamic. The first of these is the school-wide advisory groups, which will consist of students from different grades who meet on a weekly basis. At these meetings, students will discuss social and academic goals, along with common obstacles to attaining these goals. All students will share strategies for overcoming these obstacles, and older students will provide valuable perspective on how younger students can best prepare themselves for the challenges they will face as they progress in their high school education. University Park will also use the Collaborative Problem Solving (CPS) model to help students address lagging skills and problem



behaviors. This method will allow for thoughtful communication, collaboration and planning between students and faculty members.

In addition to advisory groups, the new seventh grade students will be placed in small mentor groups with upper classmen who are members of the National Honor Society. Tenth and eleventh grade students will be placed in small mentor groups with students from Clark University. This student-to-student mentoring will play a large role in providing our students with one-on-one help adjusting to high school life, understanding concepts, and acquiring strong study habits.

### **The Pivotal Role of Formative Assessments**

In all classes, we will assess students in an ongoing fashion to determine the degree to which students are learning, understanding, and successfully applying material. These formative assessments will include writing to learn assignments, quizzes, notebook checks, poster displays, oral presentations by individuals and small groups, and improvisational performances. These assessments will comprise a fundamental part of our teaching practice because they require students to process material, while also allowing students and teachers to gain rapid, often instantaneous, feedback on student learning. Teachers then use this critical feedback in deciding how best to proceed: extending, abbreviating, or reshaping lessons as needed.

### **Varied and Rigorous Benchmark Assessments**

Benchmark assessments at UPCS will continue to include a variety of individual class assessments such as high stakes writing assignments, unit tests, formal lab reports, and, where appropriate, final exams. The design, administration, and use of these assessments will be the sole province of the classroom teacher, who is uniquely qualified to determine the most useful and authentic of these assessments for his or her students at any given time.

The results of high stakes writing assignments, unit tests, and formal lab reports will be communicated clearly to students, usually accompanied by individual written feedback from the teacher. In most cases, students will be able to address disappointing results by substantially revising a paper or lab report, or by completing written test corrections. While there will be

consequences for student grades from each of these benchmarks, our philosophy is that during the academic year it is never too late for students to engage and to learn material.

To assess progress in reading and math skills, school-wide STAR scores will be generated at least two times a year for students in grades 7-9. Teachers will use these scores to help identify particular areas where students could use additional supports. Students will also have access to these scores and the reports which will help them reflect on areas of strength and areas for growth. Teachers can use score reports to design class lessons or individual activities to address specific needs identified by STAR scores.

To help assess the needs of students who are in the early stages of learning English, UPCS will continue to administer the ACCESS test in accordance with state law. These assessments will be administered to all students who have previously been identified as English Language Learners.

Eleventh grade students at UPCS will continue to participate in a very personalized assessment known as a Planning Educational Path (PEP) meeting. The goal of this assessment is to help students understand their overall academic progress and articulate what is required of them to pass on to the next stage of their academic development. At these meetings, an individual student will sit down with several of his or her teachers and the guidance counselor to discuss that student's past educational accomplishments, along with his or her goals for future post-secondary study. After the student identifies his or her goal, the teachers and guidance counselor will share their insights about what is needed to achieve that goal. Together, the members of the PEP will draft a practical plan for the remainder of the student's time at UPCS.

All students at UPCS will be expected to meet high standards in academic, social, and civic areas. The entire faculty of UPCS participated in identifying these standards through a series of small and large group meetings that focused upon what it takes to develop lifelong learners who are prepared to succeed in college and to contribute productively to their community and to society as a whole. These meetings resulted in a school-wide rubric that will be communicated to the students throughout the school year by classroom teachers, guidance counselors, and administrators. Teachers integrate these school-wide rubrics into their classrooms on a daily basis on wide range of assignments and assessments.

## **An Integrative Approach to Standardized Testing**

Students at UPCS have demonstrated remarkable success on MCAS, and we will continue to search for new ways to further improve MCAS and other standardized test scores. To this end, teachers will use data from all standardized testing to inform their curriculum choices, and additional tutoring and test-training sessions will be conducted as needed. However, at UPCS traditional test preparation will not take the place of core curriculum or our six instructional strategies. We believe that the best preparation for these tests is not the remedial pullout model used by many schools. To the contrary, we believe that there is no better test preparation than the rigorous, literacy-rich curriculum developed by our teachers and the proposed focus on numeracy. Our curriculum teaches students to think, to be comfortable tackling new material, and to be persistent in the face of difficulty. It is these traits that have enabled our students to outperform their peers, and we will continue to emphasize them.

All MCAS, AP, PSAT, and SAT scores will be communicated both through the mail from the governing institutions, and in personal conferences with our guidance and teaching staff. These personal meetings will help ensure that students interpret these scores correctly and, when appropriate, create action plans to improve skills and then retake exams.

Because proficient scores on the MCAS are required for graduation, we take particular care in communicating these scores and addressing areas of weakness. In addition to conferencing with students, English and math teachers in the eighth and ninth grades examine their students' scores to make certain that the curriculum they teach substantially addresses areas of weakness. At the start of the eleventh grade, those students who have not yet scored proficient carefully review with teachers, areas in which they need to improve and may participate in MCAS tutoring sessions after school.

## **Self-Assessment & College-Readiness**

UPCS is dedicated to helping every student become prepared for success in college. To that end, a key focus at our school will be to help each student use assessments to develop a keen awareness of him or herself as a learner. In the early grades, 7-9, teachers will take a leading role helping students understand what they have learned, what they need to learn, and how to go about that learning. Teachers will design class and homework activities that require students to

assess and reflect upon their own learning. Teachers will explain and model revision, note-taking, and study skills. When appropriate, teachers will make use of small-group tutoring or additional practice and extension activities targeted at the needs of individual students.

In the upper grades, 10-12, this approach will be transitioned to a model that depends more on students' own motivation and decision-making. Teachers will continue to structure activities and writing assignments that help students develop awareness of their learning, but, increasingly, students will be directed to address individual needs--on their own, in study groups, and in tutoring sessions that they themselves request from teachers. Work in these upper grades will be assigned in larger chunks, with some senior courses becoming entirely syllabus-driven in the manner of a college class. This transition to college-ready learning skills will culminate with students taking at least one college class before graduation.

We recognize that this transition will continue to be a challenge for our students. Therefore, as students make this transition, there will be a variety of formal and informal assessments or interventions to prevent students from becoming overwhelmed. These checkpoints will not be provided on a daily or weekly basis--as in ninth and tenth grades--but on a monthly or quarterly basis. They will include teacher conferences with individual students, large group discussion in classes, small-group discussion in advisory groups, and, for the 11<sup>th</sup> grade students, PEP's.

During the period between these checkpoints, students may experience a certain amount of controlled failure. However, it is our conviction that it is better for our students to experience this failure at UPCS--where we can help them learn from setbacks and guide them toward recovery--than at college, where these setbacks can become overwhelming and threaten continued college attendance.

### **Gateway Assessments**

The process of developing well-rounded, self-aware learners will culminate with our Gateway Assessments. At the end of eighth, tenth, and twelfth grades, students will engage in a lengthy and careful self-study to assess their own progress in attaining the goals identified on our school-wide rubric in academic, social, and civil areas. These students will present this information in a formal manner to their peers, faculty members, parents, and representatives of the greater

community. Movement on to the next grade will be dependent upon successful completion of Gateway Presentations.

As students are preparing to pass from middle school to high school, the Middle School Gateway Presentation will focus on students demonstrating how they are developing into budding mathematicians, scientists, historians, writers, philosophers, and community members.

Throughout the year, students will maintain and periodically review portfolios in each of their academic subjects. Then, during the final two months of school, students will begin examining this work more closely, reflecting upon what it shows about themselves as readers, writers, and thinkers, and drawing from evidence of their progress toward the school-wide expectations. The next step will be to prepare a multimedia presentation that identifies this growth and showcases supporting evidence, with reflection upon that student's past, present, and future. Teachers will offer significant help to students in structuring and preparing and practicing this presentation, and advisories will serve a valuable sounding boards and support structures. All of this work will culminate with each eighth grader standing up in front of the middle school faculty and student body to deliver a Gateway Performance that will demonstrate how they are prepared to continue his or her education in high school. The performance will then be assessed by two teachers who will determine, if necessary, whether any students need to improve their presentations and perform once again before graduating middle school.

Midway through their high school careers, at the end of tenth grade, students will prepare a gateway that continues this self-examination and reflection. As with middle school, students will examine portfolios from different disciplines and reflect upon what they show about students' academic, social, and civic accomplishments. This time, however, students will have a keener focus on their preparation for college, and they will be asked to find evidence that they have progressed further along toward reaching all the school-wide expectations. The format for the Sophomore Gateway, also known as the, "Sophomore Synthesis," will be that of an academic spree day or fair to which faculty, students, parents, and members of the greater community will be invited to examine student exhibits. Students will select one of the indicators for each school-wide expectation and present convincing evidence that the student has made significant progress toward reaching this expectation. Each exhibit will consist of a formal 4-6 page paper, a poster, a one-page reflection, and the students oral presentation to visitors. Judges, who will include

representatives from the faculty, the student body, and the larger community, will circulate with rubrics, listening to students explain their posters and asking thoughtful questions.

As twelfth grade students prepare to graduate and continue on to college or some other meaningful post-secondary education, the Final Gateway Presentations will once again involve reflection and gathering evidence from portfolios. Like the Middle School Gateways, the format will be a multimedia presentation, but this time the focus will be firmly on college-readiness, and the format and assessment will be more formal and rigorous. Judges will consist of four-person panels that include a professional, a community member, a parent, and a faculty member. They will judge presentations using a simple rubric that represents the school-wide academic, civic, and social expectations. Presentations will run simultaneously in adjacent rooms, with each room being facilitated by a teacher who is not a member of the panel of judges.

### **Conversion School Status of Curriculum, Instruction, & Assessment at UPCS**

Certain elements described above, including our Numeracy Initiative, use of the School-wide Rubric, Gateway Performances, and teacher choice of all curriculum resources, are proposed as new innovations that are part of our conversion to an Innovation School. A second group of elements, including advisory groups, the restructuring of the upper grade levels to ease the college transition, and curriculum mapping are fairly recent additions that we look to further develop and refine as part of our conversion. A final group of elements, including our belief in every student, the all-honors curriculum, heterogeneous grouping, our student-centered approach to instruction, recognition of teachers as curriculum experts, diversity of assessment strategies, and our integrative approach to standardized testing, have been in place since the inception of the school, but will be codified and reinforced by this document as we convert to an Innovation School. To further improve upon our successes at University Park Campus School, we need to ensure that the teachers and staff who know our students best are the ones making decisions that impact curriculum, instruction, and assessment.

#### *B. Budget:*

University Park Campus School's proposed budget places a high degree of emphasis on teaching positions. Currently, UPCS has 18 full time positions. The proposed budget includes positions not normally funded in the Worcester Public Schools, including an Alumni Support Coordinator

who will be responsible to support and track alumni in college to ensure their success there. Under this budget, teachers' salaries will be tied to the current salary structure in the Collective Bargaining Agreement with the Worcester Public Schools. Further, expenditures for fuel, utilities, custodial services, nutritional services and itinerant staff will remain the same as previous iterations of the UPCS /WPS budget.

In order to prepare students for college, career and civic readiness, students must be exposed to a rigorous and robust curriculum taught by highly qualified and dedicated teachers. Students in the middle school will receive a challenging program in preparation for a college-ready high school curriculum. To do this the middle school curriculum must both bolster areas of basic skill weakness and prepare students for the thinking necessary for an all-honors high school curriculum. Therefore, the middle school team will consist of five full time teachers, one for each of the four major subject areas and a fifth teacher in numeracy.

The high school staffing also supports the school's mission towards college readiness. All students will be taught in longer blocks (either 1 hour or 1.5 hours) where there will be an emphasis on reading, writing, and thinking. Key cognitive strategies are used throughout all subject areas and all students will take the full, core coursework necessary to achieve the Worcester Public Schools graduation requirements, the Massachusetts Frameworks, and the necessary Coursework for Massachusetts Public State Colleges and Universities. The school has placed less importance on itinerant courses including art, music, health, and computer technology courses to place a greater focus on the core subject areas for college readiness. In addition, we have not offered extensive electives to high school or middle school students to provide greater emphasis on core subjects. It is critical that University Park is able to practice autonomy over staffing assignments. The needs of the school are constantly changing and the staff of UPCS must always reflect the best possible team to address areas of weakness.

The school will continue to access funds and procure goods and services through the district, and the school will continue to use the approved vendors for such services during the tenure of the Innovation School. In addition, central administration and the Office of the Chief Financial Officer will continue to act as fiscal agent and comptroller for the schools' budgeted money.

All monies allocated to the school will be dispensed for the purposes of ensuring high quality teaching and learning and resulting high levels of student achievement. A review of our budget demonstrates that the bulk of money is targeted for teachers and their work with students to ensure higher student achievement. Additionally, years ago we moved our School Adjustment Counselor from .6 to full time. This position has allowed us to better serve the “whole child.” Finally, our use of the Alumni Support Coordinator underscores our innovative approach to seeing college readiness and success extending far beyond the confines of secondary education. All students will be placed on the trajectory of college matriculation, will be supported through the application and financial aid process, and will be followed through college to better ensure ultimate success in college. Our Alumni Support Coordinator will collect data on our students’ successes and challenges and use this data to inform instruction and programming at the school.

We also have line items in the budget for our transition academies and after school programs. In our budget, three important transition academies will be funded during the summer. The 7<sup>th</sup> grade Summer Academy ensures a positive and powerful transition to our school’s norms and culture. It also allows our teachers to become familiar with each one of our new seventh graders. The 9<sup>th</sup> grade Summer Academy provides an introduction to the rigorous, high school curriculum faced by freshmen at UPCS, and the 12<sup>th</sup> grade Summer Academy provides rising seniors with the opportunity to create college essays and applications and to prepare for a more independent and self-directed year. These academies essentially extend the school year by three weeks for nearly half of the student population at UPCS at minimal expense as teachers are paid their contractual rate.

The after-school homework session also provides a way to extend the school day. In addition, there will be custodial coverage and rooms available for the plethora of after school activities including sports and clubs. Further, since time in learning art and music have been reduced during the regular school day, a robust after school program provides the opportunity for the study of these courses.



### *C. Schedule and Calendar*

There are no major changes to the proposed schedule for University Park Campus School (UPCS) in comparison to the current schedule. Yet, the faculty and the staff requests the right to change the schedule in the future if it will serve the needs of the student population more successfully. The new schedule changes would have to be voted on by the faculty and staff with a 2/3 majority in order for the new schedule to be implemented; providing the new schedule abides by local, state, and federal laws. As such the school will adhere to the Worcester Public School's (WPS) yearly calendar regarding student school days and professional development days. The school will continue to follow the WPS's decisions regarding snow days, delays and early dismissals.

The school day at UPCS is from 7:45am to 2:23pm where students will participate in homeroom from 7:45am to 8:00am. This will not change unless the faculty and staff deem a change is in order as discussed in the previous paragraph. Since the schedule abides by guidelines set forth by WPS and a school's daily schedule is already established by individual schools this is not an area that goes outside the current guidelines of the WPS.

The only difference is the time allotted for students to participate in internships. Juniors and seniors will be required to participate in an internship on Wednesday mornings. This is created to give students an opportunity to work with the community and create ways of pursuing their interests for future endeavors. An additional allotment of time is designated for an advisory which occurs once a week at the end of the day on Wednesdays. Each faculty member will receive a group of students ranging from 7<sup>th</sup> to 12<sup>th</sup> grade and this time will be used so the students can develop ties to a small group of individuals in the school for guidance and to have a group of people they can come to if a problem arises.

Professional development will occur during the first two hours of the day on Wednesdays and after school as needed and agreed upon by the staff. The faculty will also participate in professional development on the scheduled two days the WPS has already incorporated into the schedule. This professional development is in lieu of the mandatory monthly staff and department meetings used by other Worcester Public Schools.

### *D. Staffing Policies and Procedures:*

Every staff member realizes the complex challenges, which require time, grit and determination to find success while teaching in an urban setting. What sets our staff apart is that we do not let students give up. Sometimes that requires unique solutions to unique challenges. Our current staff understands this.

Teachers will be certified in specific subject areas. However, what sets our responsibilities apart is that teachers are leaders in that they are involved in the every day decision-making processes that occur at the school. We are all involved in the following:

- Curriculum development
- Extracurricular activities
- Leadership programs such as WPS workshop PD days, NEASC process
- 100 % highly qualified staff ensures that quality instruction is key to teaching all students.
- Wednesday schedule allows for staff to meet, to discuss and to develop individual plans for all students, including ELL and Special Ed and participate in PLCs.
- Student teachers from Clark University's Master's program allows daily free time for staff to develop individual plans for students
- Staff chooses to be here and understands the necessary professional attitude it requires to make time for the needs of students.

In addition to each teacher taking on a leadership role, the middle school numeracy initiative, a separate class for grades seven and eight, is unique to the school in that it bolsters the students' skills from their entry level into Summer Academy. Furthermore, Summer Academy is a two-week program to gauge the in-coming seventh grade students' skills, while introducing them to the culture of the school. Middle school teachers staff this program. Moreover, the staff discovered a need to introduce rising freshmen with their own summer program to inculcate them into the rigor of a high school honors curriculum. Thus, staff created the Ninth Grade Academy to fulfill that need. Finally, the Alumni Coordinator is another position unique to the

school. In addition to assisting current seniors with the admission's process, this position also facilitates the transition from high to college freshman year, and tracks UPCS alumni to gauge how to better serve them and our current students.

The school's working conditions are excellent. In our weekly meetings collaboration, collegiality and a collective desire to prepare our students for the challenges of the 21<sup>st</sup> century abound. We treat each other with respect. With that individual expectation we all require the best from ourselves. We will adhere to all collective bargaining agreements that are set by the EAW, but we will vote as a staff to address individual circumstances that may require a need to step outside of those boundaries.

The hiring process is the gateway to determining how well we make decisions. We are not a staff of "Steppeford" teachers. We encourage independent thinking from our students as well as ourselves. We will evaluate new teachers with this in mind. In addition, we use our Wednesday meeting time to discuss a broad range of issues: in full-staff meetings; in middle and high school groups; and in junior PEPS. Because all staff is involved in discussion of these issues, the working conditions are optimal for the support of the success of this school. What drives our success is not the succumbing to the latest educational fad, but our facility to collaborate and address challenges and discover through that process solutions that make sense for our students.

Based upon staffing needs the school will recruit teachers from inside and outside the system. Instead of relying on current seniority standards set by the collective bargaining agreement. Of course, experience is an important factor to determine effective teaching, but not the only factor. We will consider the following for each prospective candidate:

- Highly qualified teacher status as described by the DESE.
- We would require that the teacher sit before a panel of students, parents and teachers and answer questions that secure knowledge of the candidate's educational philosophy to analyze if that candidate's teaching philosophy fits with the essential mission of the school.
- We would require that each candidate interview with the principal.

- We would require that each candidate teach a demonstration lesson to a group of students with faculty and administrators observing, with a post-observation discussion providing feedback on the value of the lesson.
- A faculty panel will recommend a candidate to the principal. The principal will either accept the recommendation or veto it.
- To dismiss staff, we will follow the due process as written in the collective bargaining agreement.

As stated above, the staff will vote on any circumstance that requires time spent above and beyond the stipulations in the collective bargaining agreement. We will hire new staff based on the needs of our school.

Since this school is a partial conversion model, current staff members understand the rigor, determination, and grit it requires to teach with success at this school. Based upon development of curriculum maps, and analyzing those maps for consistency, vertical alignment and overlaps; based upon the internal rounds model that we use to share best practices; based upon the weekly notes from our principal and based upon the weekly meetings staff fully understands the requirements we are seeking to maintain an innovation school. We will recruit new staff members on an individual basis and we will disseminate the full scope of our requirements with recruitment letters and by word of mouth.

### *E. Professional Development*

Professional development at University Park is apparent in many different forms. The administration allows and encourages the staff at University Park to pursue opportunities for professional development as often as possible, and all teachers are highly supported by the administration when he/she discovers a professional development opportunity. Administration and staff work to cover for colleagues when they are out of the building at a professional development session, and all staff feel comfortable approaching the administration when the chance to strengthen their teaching repertoire.

Teachers at University Park pursue professional development opportunities offered by a wide-variety of sources. District-wide professional development workshops are frequented by UPCS teachers. In recent years, the majority of the staff at University Park Campus School taken courses at Clark University. Also, within the district, faculty members attend and participate in city-wide curriculum teams.

The faculty also engages in internal on-site professional development with a degree of frequency. Over the course of the past two years, the teachers at University Park have been given the chance to collaboratively work on writing curriculum maps which align curriculum vertically and across all grade spans and subjects. This collaboration has proved to be incredibly important, as teaching assignments at UPCS tend to shift from one year to the next. The staff has done its best to ensure that all students are engaged in a challenging and rigorous curriculum, and much credit is given to the professional development time after school and during the school day that was dedicated to this task.

One of the cornerstones of University Park Campus School's professional development plan involves a weekly, two-hour common planning time, held during the school day. During this time, the entire faculty is able to discuss student concerns, as well as work collaboratively to develop curriculum and continue to work and revise curriculum maps, Gateway performances, and well as brainstorm possible solutions to any issues that may be going on in the school.

University Park Campus School teachers additionally host "rounds" for each other due to our partnership with Clark University. Frequent visits from other school leaders and teachers world-wide allow UPCS teachers the chance to participate in the rounds process, modeled after the medical rounds model. Teachers that are observed reflect upon their practice during this process and seek feedback in order to improve themselves professionally. Some UPCS teachers have traveled to visit other districts across the country and have functioned as professional developers themselves. Our close connection to Clark University also allows the UPCS faculty opportunities for professional development, with a significant portion of the staff serving as mentor teachers for graduate students seeking their MAT (Master of Arts in Teaching) degree at the University. University Park Campus School teachers also attend and lead workshop at Clark University in partnership with the Education Department.

While the professional development program functions well at University Park, it is not without limits and challenges that could significantly improve with a degree of additional funding and autonomy. With additional funding, the school would be able to consider a wider range of professional development opportunities, particularly those that involve technology.

Additional resources would also alleviate the difficulty that at some points arises when staff members are interested in attending professional development opportunities off-site. Faculty and staff often cover for one another when colleagues are at a professional development workshop. The effects of this could be alleviated with additional funding and support, and it would also allow UPCS faculty members the ability to share some best practices with colleagues both within and outside of the district.

#### *F. District Policies and Procedures:*

University Park Campus School, as an Innovation School, will be governed by the same policies and procedures as the rest of the Worcester Public Schools with the following additions:

1. For matters related to significant shifts in the school's mission, vision, instructional strategies, budget or curriculum, the school leadership will be distributed to the teachers who will have a voice in deciding these matters. In addition, the school leadership will also consult the parent council for input in these areas.
2. The school will have an Advisory Council, made up of 9 members. There will be four members from Clark University and five at-large members. This advisory board will provide needed advice and guidance for the school and assist with fundraising and other functions.
3. The school's governance structure rests control of major instructional and curricular decisions in the hands of the most important players in the school, the principal and the teachers. This would differ from most district schools where decision making authority rests almost entirely with the school leadership and administration only. In our model, teachers will have a significant voice when key decisions need to be made.
4. Our school's use of this governance structure ensures that students and their needs are at the center of all decision-making processes. UPCS as an Innovation School will need the autonomy to make necessary changes in its curriculum, instruction and assessment based

upon the very unique and special needs of any given population it serves. This “do what makes sense” mentality gives teachers the flexibility and autonomy to ensure all students have the opportunity to succeed.

5. Other areas of requested flexibility:

- a. Enrollment Process: UPCS will continue to use the same enrollment process it has used since its inception. Only students who live within the defined district will be allowed to apply. Further, in order to enter the lottery for admission, students must provide proof of residence on one of the defined streets. Each 7<sup>th</sup> grade class will consist of forty-four students. All siblings of current students will be automatically accepted, the remaining number of students will be chosen by public lottery. Students who are drawn in the lottery after forty-four will be placed on a numerical waiting list in the order they were chosen in the lottery. The school will maintain the waiting list, and add to it as necessary, until that class graduation. Any openings at the school during any other academic year will be filled by way of the waiting list.
- b. Principal Selection and Evaluation: UPCS wishes to conduct a thorough search and employment process for the opening of the position of principal. Candidates for principal will be required to submit to a series of interview panels with sufficient involvement from teachers, parents, and students. While the actual appointment of the principal is made by the Superintendent, the recommendations made by these panels will carry significant weight in this decision and the school community should be paramount in making such a critical decision for the school. The principal will be evaluated in the same way other principals are evaluated by the district system.
- c. Teachers will be evaluated using the same instrument used by the other schools in the district with one addition. Teachers at UPCS will also be given feedback on their teaching using the school generated definition of High Quality Teaching and Learning. Teachers will be supported at UPCS and will be encouraged to participate in an open-practice, highly reflective culture of collaboration. Teachers will be observed regularly and given constructive and pointed feedback on teaching and learning in their classrooms. Teachers will be asked to open their

classrooms for observations by their colleagues through the rounds process in the spirit of cooperative and collaborative learning.

- d. UPCS will use the same promotion and graduation requirements as the Worcester Public Schools with two exceptions:
  - i. Each student must complete at least one genuine, service learning or internship experience.
  - ii. UPCS will require students in grades 8, 10, and 12 to complete gateway performances to prove readiness for matriculation to the next level of schooling. The senior gateway will be used to prove readiness for graduation and preparedness for postsecondary life. Each of these gateways have well-defined components with rubrics and guidelines.



Plan for an Innovation School:  
Worcester Technical High School's  
STEM Early Career and College  
Initiative  
2023

## Executive Summary

The faculty of Worcester Technical High School (WTHS) have set forth to reauthorize their Innovation School Plan that was established in 2011. The purpose of this reauthorization is to build upon successful practices implemented under their 2011 innovation plan, identify challenges and subsequent opportunities for innovation and work collaboratively to craft a plan that creates a vision and roadmap for the school in the future that will successfully launch their students into the global workplace.

Continuous advances in the areas of science and technology have caused the number of STEM related jobs to grow at faster rates than many other occupations. The Bureau of Labor Statistics (2021) estimates a 10% growth in the number of jobs in STEM fields between 2019 and 2029. Due to our society's growing needs for qualified professionals in fields such as healthcare, computer science, manufacturing, construction, engineering, and biotechnology the staff feel that their 2011 STEM Early Career and College Innovation plan is still very relevant and plan to continue to build upon and broaden this initiative.

While developing their students abilities in STEM and career and college readiness over the past twelve years led to remarkable improvements in students' overall performance an analysis of the overall 2022 survey data of business partners, technical and academic faculty, students and parents indicated that WTHS students have the technical competencies they need to be successful, but they need significant growth and development in "soft skills" and their understanding of the workplace. This includes the building of skills such as teamwork, collaboration, negotiation, critical thinking, initiative, risk-taking, creativity, adaptability, leadership, cognitive flexibility and problem-solving. Soft skills are also referred to as durable skills for they are skills that are needed throughout one's lifetime.

This feedback from stakeholders aligns with current research in the field, Singh Dubey et al. (2021) actually state that the "development of soft skills is more important than the development of technical skills when it comes to performing globally" (p. 2632). Due to businesses becoming more globalized there is a shift in competitiveness as more outsourcing of labor has occurred (Dubey et al.,2022). Students need to develop technical and durable skills in order to achieve an advantage (Succi & Canovi 2019). Pelosse (2022) parallels durable skills with the roots or trunk of a tree whereas the technical skills are the leaves and branches of a tree that come and go with the seasons. Additionally, the analysis revealed that teachers feel the technical shops need to be viewed as labs and simulated work places that integrate seamlessly with academics.

This analysis led the faculty to develop a plan to broaden their original innovation STEM Early Career and College Plan by intentionally developing a variety of competencies with their students that employers repeatedly stated are necessary to be successful in the workplace. The faculty set forth to restructure the learning environment to allow students early and intentional opportunities to build durable skills competencies through the teaching of durable skills across the curriculum in both academic and technical classes and deepen work-based engagement by strengthening the connection between employers and students throughout the four years. The faculty's end goal is to restructure WTHS in a

manner that will produce graduates who will have the technical knowledge regarding a specific field complemented with the lifelong skills including to be able to think critically, communicate, and collaborate with others and be resilient so that each student can be successful in the global workplace.

The faculty identified three key learning models that would support the implementation of their plan. The first includes restructuring into an academy model. Remodeling the school into an academy model would include subdividing the school into smaller clusters to create smaller schools within the larger school structure. This smaller learning community allows students (particularly on the academic side) to be known by faculty. This structure can afford for several options including: program selection changing where students select an academy overall before choosing a specific shop, creates more leadership opportunities for students, opportunities to restructure student schedules where some academic and technical courses are academy-based, potential to create courses that teach core skills/competencies for multiple shops, and opportunities to structure cross-functional projects where various shops can combine expertise toward a common goal.

Project Based Learning (PBL) the second learning model is a teaching method that would be implemented by both academic and technical teachers that will support student learning by actively engaging them in real-world and personally meaningful projects to deepen their learning and support in the development of a variety of skills such as critical thinking, collaboration, communication, and leadership skills.

The third key learning model the faculty identified as work/profession-based learning is where the faculty will work collaboratively with their business partners to design a rigorous four year preparation plan that moves students through career awareness, preparation and experience. This plan will include integrating employers across all four years, preparing students for internships, providing a variety of authentic experiential learning opportunities where students are able to apply their technical skills, character qualities, and essential skills competencies in professional situations that will prepare them for success after high school regardless of their career path or type of work in the future.

Curriculum, instruction & assessment and staffing autonomies will continue to be maintained to support student performance and achievement. Additionally, with this reauthorization the professional development autonomy, which currently includes additional professional development time for staff will be increased and the scheduling and calendar autonomy will be added to support the development and implementation of both the academy and project-based learning models.

In conclusion, the staff at Worcester Technical High School feel the reauthorization of their innovation plan provides them the unique opportunity to collaborate with their business partners and each other to restructure the school into a robust learning environment. This redesign will afford students the opportunity to actively engage in meaningful learning experiences to master both technical and durable skills competencies which will prepare them to meet success in the global workplace.

## Background Information

### Stakeholder Involvement

A critical component of this project is ensuring that all stakeholders are included and that we are addressing potential challenges and opportunities throughout the project. Toward this end the project was facilitated by two consultants who engaged a variety of stakeholder groups with defined roles. These included the Project Steering Committee whose key role was to coordinate all meetings and manage the project scope and timeline; the Innovation Plan Committee whose role was to liaise with individual groups through task forces and/or regular communication and propose key areas of focus for innovation plan; Department Heads/Instructional Leadership Team who provided Initial brainstorming and reviewed progress to provide feedback and input; Faculty who participated in focus groups and shared ideas; and Subject Area Experts who provided targeted information and insight on key models. [The Innovation Planning Process Website](#) (which housed all innovation process planning documents, forms, survey, etc) was designed to keep all stakeholders updated on the planning process and to solicit their ongoing suggestions and ideas.

### Planning Process

The process was structured around four primary phases: Phase I: Analysis and Brainstorming, Phase II: Benchmark and Discovery, Phase III: Working Sessions Phase, and Phase IV: Gain Approval and Plan Finalization. During the Analysis and Brainstorming phase, a review of the school's current programming strengths and challenges took place and stakeholders began to brainstorm new ideas for innovation. In the Benchmarking and Discovery Phase the team reviewed leading models and identified best practices to benchmark. During the Working Sessions the team worked together to determine the highest potential initiatives and critical elements for success and the final phase focused on formalizing the innovation plan and ensuring that materials were ready for a vote of the School Committee and submission to the Massachusetts Department of Elementary and Secondary Education (DESE).

### WTHS Transition

The 2022-2023 school year has been a year of transition for the school. The newly appointed principal led staff through a collaborative process to identify three key needed areas of focus for the school. The three needs staff identified were: 1. Train students to be professionals, 2. Understanding our students and providing needed supports, and 3. Building operational capacity. These needs focused the school during the school year and specific progress was made as described below:

#### ***Training students to be professionals***

WTHS administration, faculty, staff, students and families worked collaboratively to promote a school culture that fosters the development of employability among students by:

- o Focused on [Strand 4](#) across the board and not just in technical class. Weekly grades in all classes for professionalism
- o Academy Meetings - Promoting employee of the month award for students that exhibit durable skills and highlighting other skills we are focusing on.

- o Incorporated student voice - academy leadership teams

### ***Understanding our students and providing needed supports***

Increased use of data to identify where students are falling short and providing the supports needed such as:

- o Before and after school extra help
- o Targeted MCAS supports
- o Built upon the team mentality - Quarterly data review and team meetings with all teachers regardless of student success in individual classes
- o PD on [DCAP](#) and supports for multi-lingual learners
- o Continued to increase family communication

### ***Building Operational Capacity***

Operational improvements include:

- o Created shared tools for consistency among faculty and administration including calendars and shared documents
- o Developed weekly emails with links
- o Opened the Instructional Leadership Team meetings to all and publicly sharing the agenda
- o Used Remind and ConnectEd to improve communication with families
- o Had parent conferences for academic teachers at Know Your School Night
- o Implemented final exam schedule
- o Innovation Planning site for continued suggested changes

The brainstorming of these high-priority initiatives and the work carried out by staff this year to begin to address gaps was the catalyst for the reauthorization discussion.

## **Data Collection and Analysis**

The innovation plan builds on the opportunities that were identified in the planning meetings in June of 2022, the experiences over the past year, and the passion to continue to grow, improve, and learn. Specifically, this plan has been informed by input and feedback from teachers, parents, students and employers.

### **Stakeholder Meetings and Surveys**

The chart below summarizes the methods that were used to collect data beginning in Fall, 2022 and continuing through spring 2023. Surveys and focus group questions can be found in Appendix A. These surveys, focus groups, and workshops addressed the high level questions of what are the current strengths of WTHS and where are there opportunities to close gaps, strengthen areas, or take advantage of new opportunities.

Stakeholder Group	Method of Data Collection
Faculty and Administration	Participation in Instructional Leadership Team meetings Staff meetings Workshops Teacher and administrator online survey
Parents	Online survey
Students	Focus Groups
Employers	Online survey Working groups
District Administration	Update Meetings Innovation Plan Working Group

This data collection informed the SWOT framework that summarizes the strengths, weaknesses, opportunities and threats facing the institution.

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>● Open door policy with instructors and relationships with staff</li> <li>● Co-op</li> <li>● Opportunities/relationship with different partners</li> <li>● Paid co-ops</li> <li>● Connecting student shop strength to academic areas</li> <li>● Every student has at least one adult that knows them well</li> <li>● Real-world view</li> <li>● Heritage and reputation</li> <li>● Shops where students are able to pick and align themselves with their interests</li> <li>● Strong staff collaboration and expertise</li> <li>● Facility</li> <li>● Student encouragement (morning and afternoon extra help)</li> <li>● Relationship with QCC</li> </ul>	<ul style="list-style-type: none"> <li>● Schedule is limiting</li> <li>● Transportation to attend before and after school events and co-ops</li> <li>● Lack of common planning time</li> <li>● Non-technical skills and competencies: listening skills, persistence, reliance/willingness to fail, self-motivation, self-advocacy, responsibility, curiosity, independence, ability to sit with their feelings, employability skills, problem solving, critical thinking, accepting responsibility, social skills, working with different personalities</li> <li>● Facilities/resources <ul style="list-style-type: none"> <li>○ Need an expanded set of resources: e.g., Chromebook charging stations</li> <li>○ Space constraints</li> <li>○ Access to new technologies</li> <li>○ Discipline or classroom management,</li> </ul> </li> </ul>

<ul style="list-style-type: none"> <li>● Bringing student strengths from shops into academic classrooms</li> <li>● Continued focus on modeling professionalism and maturity, leveraging the faculty and upper classmen</li> <li>● Multitude of extracurricular opportunities to enhance student relationships and connections</li> <li>● Alumni relations with businesses and the community</li> <li>● Use of technology and email communications</li> <li>● Growth mindset</li> <li>● Passionate, well-balanced, and curious students</li> </ul>	<p>routines around professionalism</p> <ul style="list-style-type: none"> <li>○ Access to phones/chromebooks when in class</li> <li>○ Inconsistent rule enforcement</li> <li>○ Lack of tardy policy/follow through with tardies</li> <li>○ Accurate attendance</li> <li>● Budget is limiting</li> <li>● Interruptions from class - pull out health screenings, ESL, Testing, etc</li> <li>● Connecting academics to shops</li> <li>● Shop and school communication to parents</li> <li>● Accountability through the lottery/application process</li> <li>● Numeracy</li> <li>● More supports for students in sub-separate settings</li> <li>● Lack of school spirit</li> <li>● Special education support in shop settings</li> <li>● Faculty capacity;</li> <li>● Lack of virtual learning</li> </ul>
<b>Opportunities</b>	<b>Threats</b>
<ul style="list-style-type: none"> <li>● Broaden coop network</li> <li>● Cross-shop electives and experiences (students learning about other shops)</li> <li>● Additional support staff (IAs) in classrooms</li> <li>● Etiquette Class</li> <li>● Scheduling opportunities-Extended day/block schedule/rotating schedule; Have specific grade levels on each week; later start times; half days for finals week; flexible scheduling to support instructional needs</li> <li>● More deliberate integration/alignment and connections between shops and academics</li> <li>● French penpals</li> <li>● Durable skills</li> <li>● Exposure to community service, international travel; integrate into shop objectives</li> </ul>	<ul style="list-style-type: none"> <li>● Academic gap created by Covid</li> <li>● Teacher/staff/admin burnout</li> <li>● Students not wanting to be here but parents wanting them here</li> <li>● Lack of autonomy in budget - ability to allocate money to fully fund student competitiveness</li> <li>● DESE regulations/expansion/expectations of Chapter 74 programs in comprehensive schools vs. regional or school districts</li> <li>● Expanding CTE options at other schools</li> <li>● State framework mandated certifications for students to receive their certificate of occupational proficiency</li> </ul>

<ul style="list-style-type: none"> <li>● Leveraging expert knowledge of teachers in specific trade areas</li> <li>● Broader networking (e.g., At WTHS - creating opportunities for students and staff; Leveraging Worcester location; Alumni connections Existing and broader range of recruiters coming to the shops)</li> <li>● Ensuring students have technology and communications skills</li> <li>● Navigating the bus system</li> <li>● Deeper partnership with Christopher House</li> <li>● Share cultural identities and diversity through capstone and other opportunities</li> <li>● Parents as subs</li> <li>● Keep related theory in academic week</li> <li>● Specific programs: Driver's ed, Civics class, etiquette class</li> <li>● Deeper higher education partnerships</li> <li>● Showcase student knowledge more directly</li> <li>● Balance classes so the college/inclusion classes are smaller than honors</li> <li>● Trades to teach in elementary</li> </ul>	
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Key takeaways from this data collection include:

- Students struggle less with technical skills and more with durable skills
- The schedule hinders student supports and common planning time availability
- Project-based learning does not happen consistently across academic courses
- Deeper integration of academic and shop teachers will lead to stronger student outcomes
- Faculty see benefit in deeper connections with employers
- Current technical structure creates repetition of common themes taught in multiple shops
- Employers are eager to explore additional ways to support WTHS (44% responded that there is an opportunity to engage more deeply when asked "How would you characterize your engagement with WTHS students?")



## Benchmarking

In addition to the data collection with key stakeholder groups, this plan is also informed by looking closely at other programs and models. By looking outside the Worcester School District, WTHS sought to identify best practices, learn about innovation nationally, and gather new ideas for implementation.

To do this, the team began by identifying schools or networks with innovative models in career and technical education and identified a handful of programs to interview and/or visit. A list of programs can be found in Appendix B.

The team selected schools/organizations to study in greater depth through telephone interviews and visits. Tacoma Public Schools, Minuteman, and Danbury Public Schools provided critical perspective and insight as WTHS explored models and options. Specifically, a group of administrators and faculty were able to travel to Tacoma Public Schools for a learning walk that involved in-depth visits to three sister schools that are divided into career pathways - The Science and Math Institute (SAMI), Industrial Design Engineering & Art (IDEA), and School of the Arts (SOTA). These innovation schools have a unique approach to integrating education, collaboration with partners, and school spirit and provided new ideas around:

- The use of space for education
- Mentorship model
- Role of project-based learning
- Internship practice and preparation
- Recruitment and admissions Opportunities to think creatively around partnering with businesses

As faculty reflected in a debrief presentation this visit both reinforced the amazing work that is being done at WTHS and the opportunity to push the approach even deeper to serve students. "Seeing the way teaching & learning is done in our technical schools, and the integration of our academic instruction proves to me every day just how true that statement is. This is the only way subjects are taught in the schools we visited. The effects of what this type of learning is shown to have on our students through our combined technical and academic performance validates the fantastic job we do every day, yet supports the discussion in how we can further embrace and implement this model. It truly works!"

Additionally, there are three organizations that were helpful in sharing insight across programs and will be potential partners in the next phase of implementation. These include PBLWorks which supports individual teachers, schools and districts in strengthening project based learning, CAPS Network which is a group of high school programs recognized for the way they are bringing business, community, and public education together, and the National Career Academy Coalition which provides support and resources for existing and emerging career academies.

## **Innovation Design**

### **Problem Statement**

We hear time and time again that our students have the shop competency they need to be successful, but the place for true growth is in “soft skills” and understanding the work-place. This includes building durable skills such as collaborating with teammates and critical thinking as well as viewing the shops as labs and simulated work places that integrate seamlessly with academics. While we aim to teach these skills across the curriculum, this plan creates a deliberate path forward to enhance the durable skills and ensure that every student is prepared for the next step.

### **Working Thesis**

WTHS seeks to build upon and broaden its original STEM Innovation Early Career and College High School Plan through intentionally developing a variety of competencies with their students that employers have repeatedly stated are necessary to be successful in the workplace. To ensure every student is prepared for their next steps upon graduation, we aim to restructure the learning environment at WTHS in such a deliberate manner that allows students early and intentional opportunities to:

- Build durable skills competencies - teaching these “durable” skills across the curriculum in both academic and technical classes
- Deepen work-based engagement - by deepening the connection between employers and students throughout the four years

Our end goal of this restructuring is to graduate our students with the technical knowledge regarding a specific field complemented with the lifelong skills including to be able to think critically, communicate, and collaborate with others and be resilient so that each student can be successful in the global workplace.

### **Three Proposed Learning Models**

Through this process the faculty identified three key learning models that serve as the foundation of the innovation plan for the next five years.

***Develop a more defined academy model that is inclusive of academic teachers as well as shops***

#### **Rationale**

WTHS shops are organized into academies but opportunity exists to extend this model into academic teachers to create smaller learning communities and increases opportunities for collaborative programming and project-based learning that connects the shop and academic experiences.

#### **Outcomes**

- Making it easier for teacher teams to work together around groups of students rather than individual

students and provide student supports

- Allows greater emphasis on ELL and special education supports in early years
- May create opportunity for common planning time to drive further collaboration between shops and academics
- Allow us to align our academic content with more specific technical skills
- Allow us to teach academy specific content that relates to shared skills needed in the shops of that academy
- Shifts the focus on deepening employer engagement as students move towards graduation

***Incorporate more deliberate project-based learning across the curriculum to capitalize on what we know already works***

**Rationale**

We know that project-based learning is an impactful and effective way to engage students. Hand-on learning is a key component of the WTHS program, and opportunity exists to ensure that teachers across the school are trained and using this methodology regardless of subject.

**Outcomes**

- Increases motivation during the academic weeks
- Allows interested teachers to attend professional development aimed at introducing project-based learning in the curriculum and share their experience with others
- Creates opportunities for projects that are integrated between academics and shops
- Sets the stage to explore innovative scheduling for adopting project-based learning mini-term
- Increases opportunities for students to practice and develop durable/professional skills

***Deepen employer engagement***

**Rationale**

Employers are incredible partners. Deepening engagement with employers benefits students by providing career awareness and exploration opportunities and also allows the school to expand its learning environment and increase capacity. Our employers indicate that there is opportunity to expect even more of our partnerships.

**Outcomes**

- Increases feedback students receive from employers to accelerate student growth
- Increases school capacity by incorporating employers as teachers, mentors, presenters
- Builds opportunity for students to have multiple employment experiences to accelerate professional growth
- Better prepare students with a pre-coop training
- Lean on General Advisory Board Leadership recently established to improve our connection to local

employer needs

- Increases employer engagement through recently establish position in partnership with the Worcester Chamber of Commerce
- Capitalize on current technologies and innovations in the workforce through equipment training, artificial intelligence, and other technologies revolutionizing our workforce ([Example in the construction fields](#))

## Implementation Enablers

### Autonomies

To support the successful implementation of this plan, the staff will maintain the existing autonomies of Curriculum, Instruction & Assessment and Staffing, expand the Professional Development autonomy and add the Schedule and Calendar autonomy.

#### *Curriculum, Instruction and Assessment*

As outlined in the Innovation plan, WTHS will continue to maintain this existing autonomy which will allow for the creation of various career development/employability courses and the contextualization of the curriculum. This may be done throughout the duration of the Innovation Plan and will be done with working groups involving teachers, coaches, and administrators. This will be done with input and development from all parties and in support of the following goals:

- Aligning academic teachers and coursework to academies and shops within those academies
- Increasing employer engagement at all grades levels
- Preparing/teaching courses that have common threads across the academy
- Further preparing students for employability with common goals across the academy

#### *Staffing*

WTHS would like to expand upon this existing autonomy to include paraprofessionals with the following language to guide the process. WTHS staffing vacancies (Paraprofessional, Teachers: Unit A, Administrators: Unit B) will not be part of the bid process. Instead, the positions will be posted externally with notification of those vacancies communicated through Human Resources to WPS employees. An interview team will be comprised of the principal or designee and at least one teacher. This team will consider all internal applicants and interview all internal certified applicants (not requiring more than 5 such interviews). This team may also consider any external applicants. Once a hire is made, their position will remain at WTHS and will not be open to the bid process. This will allow the WTHS hiring team to ensure new hires fit with the culture and mission of WTHS in a timeline that suits the individual circumstance of the new hire.

By not participating in the bid process, we can accelerate our hiring needs while still considering all qualified WPS candidates. This will increase our pool of candidates seeking employment; the earlier we can post, the less likely qualified candidates have committed to another district.

### *Professional Development*

The staff will expand upon the current Professional Development autonomy to allow for up to 9 half-day PD offerings. This increased PD time is critical to help broaden the knowledge base and collaboration time (common planning) of staff in the academy, professional learning around project-based learning, and profession-based learning models. This will not impact the total contractual number of days.

We need time for new teams of academy teachers to get together and plan for projects, themes across their curricula, and student supports. As we implement projects that extend to shop and academic teachers, we will need PD on developing those projects and time for planning. The current 5 half days will be planned in a similar fashion and the additional (up to) 4 half days will specifically support the Innovation Plan and common planning.

### *Schedule and Calendar*

As outlined in the Innovation plan, the staff will add the Schedule and Calendar Autonomy. Specifically structured learning time will be increased daily by 4 minutes to allow for up to 9 student early release days in order to implement professional development blocks for staff. Contractual start/end times will not be adjusted with this autonomy. The 4 minutes would mean that students would start school in class at 7:16am and end at 1:43pm. This will not impact the classroom arrival/departure times for staff and will not alter the contractual number of days. Contractual start time will remain at 7:10 for staff to be in their classrooms/shops and ready for instruction. Contractual end time will be 13 minutes after the final bell for students (1:56) except on the days where teacher contractual extra help is to be provided, along with other contractual meeting days/obligations.

Based on the suggestion of the innovation planning team, this additional time in first period will allow for integration of common skills for students to start their workday. This will also allow for a longer first period to accommodate these common skills and announcements and still have the amount of learning time needed for a full period. This will also bring us back to the required 990 instructional hours for time on learning that we fall short of after incorporating the additional half days.

Additionally, Worcester Technical High School students currently benefit from regular weekly instruction from their technical trades. Any future schedule change consideration will preserve technical curriculum time to stay connected to the curriculum on a daily basis, unless it can be shown that a schedule change would otherwise benefit the student in their technical education. Any schedule change consideration may be done throughout the duration of the Innovation Plan and will be done with working groups involving teachers, coaches, and administrators. A schedule change will only be implemented with input and development from all parties, and only if it has no negative impact on the current number of technical/academic instructors (unless otherwise dictated by the district budget).

### **Timetable for Development and Establishment**

The faculty have strategically planned that the outlined changes to the existing program be implemented over several years to ensure comprehensive and collaborative planning, small group implementation

through piloting to inform practice, and extensive staff professional development. Implementation planning teams with a planning leader for each team will be established for the Academy model, Project-based learning, and Work/Profession based learning to help guide the facilitation and implementation of these key structures. Department heads will work collaboratively with administration to realign 9th and 10th grade schedules to weigh more heavily on academics. The faculty will engage organizations such as National Career Academy Coalition (NCAC), PBLWorks, and CAPS Network for targeted support with both planning and implementation.

## Action Plan for Reauthorization

Proposed Changes	Year 1	Year 2	Year 3	Year 4
<b>Develop a more defined academy model that is inclusive of academic teachers as well as shops</b>	<ul style="list-style-type: none"> <li>● Establish Implementation Team and Team Lead</li> <li>● Engage in planning process with NCAC</li> <li>● Restructure school schedule to align with academy model</li> <li>● Determine teacher assignments to align with Academy Model</li> <li>● Shift academic focus to be more heavily weighted in Freshman and Sophomore years</li> </ul>	<ul style="list-style-type: none"> <li>● Pilot academy model schedule</li> </ul>	<ul style="list-style-type: none"> <li>● Fully Implement Academy model with changes from year 2 reflection</li> </ul>	<ul style="list-style-type: none"> <li>● Assess and evaluate progress</li> </ul>
<b>Incorporate more deliberate project-based learning across the curriculum to capitalize on what we know already works</b>	<ul style="list-style-type: none"> <li>● Establish Implementation Team and Team Lead</li> <li>● Engage with PBL Works and launch application process</li> <li>● Begin PD</li> </ul>	<ul style="list-style-type: none"> <li>● Engage in planning process with PBL Works</li> <li>● Develop Implementation Timeline</li> <li>● Develop PD Calendar full school &amp; Pilot Group</li> <li>● Identify Pilot Group</li> <li>● Continue PD</li> </ul>	<ul style="list-style-type: none"> <li>● Pilot PBL in high priority academic classrooms</li> </ul>	<ul style="list-style-type: none"> <li>● Full School Roll out PBL across academic programs according to plan</li> </ul>
<b>Strengthening work/profession-based learning</b>	<ul style="list-style-type: none"> <li>● Establish Implementation Team and Team Lead</li> <li>● Solicit Business Partners</li> <li>● Develop Implementation Timeline</li> <li>● Develop curriculum for Career Prep class</li> </ul>	<ul style="list-style-type: none"> <li>● Introduce Career Prep class</li> <li>● Develop curriculum for expanded work-based learning</li> </ul>	<ul style="list-style-type: none"> <li>● Enhance mentoring opportunities with employers</li> <li>● Strengthen related</li> </ul>	<ul style="list-style-type: none"> <li>● Assess and evaluate progress</li> </ul>

	<ul style="list-style-type: none"> <li>● Revision 4-year progression of career readiness</li> <li>● Develop robust 8th grade program</li> </ul>		programming	
<b>Implement monthly Professional Development Opportunities</b>	<ul style="list-style-type: none"> <li>● Increase the structured learning time by 4 minutes daily at the beginning of the school day to allow for one day monthly for student early release to implement professional development blocks for staff.</li> <li>● Provide comprehensive professional development in Academy model, Project-based learning, Profession-based learning</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to provide professional development and deepen teacher practice in Academy model, Project-based learning, Profession-based learning</li> </ul>	<ul style="list-style-type: none"> <li>● Continue to provide professional development and deepen teacher practice in Academy model, Project-based learning, Profession-based learning</li> </ul>	<ul style="list-style-type: none"> <li>● Assess and evaluate progress</li> </ul>
<b>Common Planning Time</b>	<ul style="list-style-type: none"> <li>● Establish Implementation Team and Team Lead</li> <li>● Explore various common planning time models ie. <ul style="list-style-type: none"> <li>○ Academy a day (coverage model)</li> <li>○ Have CP coincide with mentorship time and PBL planning (similar to Tacoma)</li> <li>○ Week on/Week off - one week academic and shop separate, one week together</li> </ul> </li> <li>● Develop a structures for what takes place during common planning time ie. <ul style="list-style-type: none"> <li>○ Instructional coaches and/or another designee will facilitate Common Planning Time. The following are a few examples of</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● Implement Common planning time within the pilot academy</li> <li>● Continue to develop a common planning time structure that can be implemented across each academy</li> </ul>	<ul style="list-style-type: none"> <li>● Implement Common planning time across all academies</li> </ul>	<ul style="list-style-type: none"> <li>● Assess and evaluate progress</li> </ul>



	<p>what generally could take place during common planning time:</p> <ul style="list-style-type: none"><li>○ Examining educator work and practice</li><li>○ Looking at student work</li><li>○ Examining learner data</li><li>○ Examining Education Research</li><li>○ Developing curriculum: Teachers may collaboratively work on lesson plans, assignments, projects, and new classes</li></ul>			
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### Outcome Measurement

Through this Innovation Plan, WTHS will continue to improve student outcomes. These outcomes will help ensure that we are serving the Worcester Public Schools Vision of a Learner. (Appendix 4) At the end of five years:

- All faculty aligned within academies to facilitate common planning, interdisciplinary projects, and shared coursework
- Have stronger student supports
- Ensure **every** student experiences project-based learning opportunities in both academic and shop courses
- Have implemented opportunities to learn and improve durable skills needed to succeed in the world of work
- Evaluation and reflection on the durable skills outlined by our employer partners and by the Vision of a Learner

### Conclusion

This reauthorization of the innovation plan is designed to strengthen our investment in STEM and college and career readiness and ensure that our program and engagement with business partners is forward looking. This plan will ensure that our students are prepared both technically and with the durable skills to excel in college or career,

## References

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<https://www.forbes.com/sites/forbeshumanresourcescouncil/2022/03/11/what-are-durable-skills-and-why-is-there-a-shortage/?sh=1a3b898b56d4>

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Succi, C., & Canovi, M. (2019). Soft skills to enhance graduate employability: Comparing students and employers' perceptions. *Studies in Higher Education*, 45(9), 1834–1847. <https://doi.org/10.1080/03075079.2019.1585420>

Time on learning

[https://docs.google.com/spreadsheets/d/1uDi2nQpjj3si1KoMLcA2e1bKftshy9j53Li-q\\_PGJq4/edit](https://docs.google.com/spreadsheets/d/1uDi2nQpjj3si1KoMLcA2e1bKftshy9j53Li-q_PGJq4/edit)

## Appendix A - Data Collection Instruments

### Parent/Guardian Survey Questions

This year our school is undergoing a Reauthorization of our Innovation Plan. This process involves taking successful practices from our previous innovation plan and evaluating challenges and subsequent opportunities for innovation that will help our school continue to lead the way for vocational/technical education.

A key component in this process involves gathering input from our stakeholders. Your feedback as parents/guardians is vital in the development of strategies and structures that situate us to support our students explore and create successful life paths. Thank you in advance for taking the time to complete this survey.

*Worcester Technical High School's mission is to train students to make meaningful contributions in both the classroom and the workforce. Considering this mission...*

- What are the top 3 ways that WTHS helps your child be successful either now or in the future? (e.g., work experiences, coursework, relationships with staff/peers)
- What could WTHS change to increase student success? (e.g., new courses or programs, scheduling changes, different support)
- If there was anything that would prevent you from recommending WTHS to other parents, what would it be?
- What could WTHS provide/add or strengthen to help your child improve in areas they want to develop?
- Below are some of the most in demand skills/competencies needed in the workplace in the 21st century. Please check which 3 skills you feel should be more explicitly built into the WTHS education pathway.
  - Character: Enthusiasm, accountability, trustworthy, reliability and ethical conduct
  - Collaboration: Teamwork, interpersonal communication and cooperation
  - Communication: Verbal & written communication, negotiation, public speaking
  - Creativity: New ideas, imagination, and visionary
  - Critical Thinking: Prioritization, analytical thinking, investigation, and problem-solving
  - Fortitude: Persistence, self-discipline, self-confident and assertiveness
  - Growth Mindset: Goal-oriented, results-focused, self-sufficiency, resourcefulness
  - Leadership: Influencing skills, advocacy, decision-making and mentorship
  - Metacognition: Adaptability, multitasking, diplomacy, and time management, and organizational skills
  - Mindfulness: Humility, active listening, patience, empathy, and compassion

- Please rate the following ideas based on the extent to which you feel they would make an improvement to WTHS

VI - Very Interested   I - Interested   NI - Not Interested

- Increased integration between shops (e.g., shared courses)
- More opportunities for virtual internships that do not require traveling to work sites
- Opportunities for travel abroad
- Expanded number of shop options
- Deeper engagement with business partners (e.g., mentorships, business partners integrated into teaching)
- Increased emphasis on durable skills - skills that are considered long-lasting and transferable across job descriptions and careers such as communication, creativity, character, leadership)
- Expanded school hours
- Staggered school hours
- Other: \_\_\_\_\_
- Which of the following opportunities with industry/business are most beneficial for your child's success? Pick up to 3.
  - Unpaid Co-op/internships
  - Paid Co-op/internships
  - University visits
  - Industry speakers in class
  - Industry mentors
  - Site visits to companies
- What additional opportunities/experiences with industries/business partners do you want WTHS to provide for your child?

## Business Partner Survey Questions

This year our school is undergoing a Reauthorization of our Innovation Plan. This process involves taking successful practices from our previous innovation plan and evaluating challenges and subsequent opportunities for innovation that will help our school continue to lead the way for vocational/technical education.

A key component in this process involves gathering input from stakeholders. Your feedback as business partners is vital in the development of strategies and structures that situate us to support our students explore and create successful life paths. Thank you in advance for taking the time to complete this survey.

First Name

Last Name

Company Name

Job Role

**Worcester Technical High School's mission is to train students to make meaningful contributions in both the classroom and the workforce. Considering this mission...**

1. What strengths are you aware of that the school has that you would like to see expanded upon?
2. What gaps do you currently see with individuals in the workplace that we could possibly minimize or eliminate in the future if we integrated this learning into our students' educational pathways?
3. Below are some of the most in demand skills/competencies needed in the workplace in the 21st century, please put checks by the top ones we should incorporate into our educational pathways.
  - a. **Leadership:** Influencing skills, advocacy, decision-making and mentorship
  - b. **Character:** Enthusiasm, accountability, trustworthy, reliability and ethical conduct
  - c. **Collaboration:** Teamwork, interpersonal communication and cooperation
  - d. **Communication:** Verbal & written communication, negotiation, public speaking
  - e. **Creativity:** New ideas, imagination, and visionary
  - f. **Critical Thinking:** Prioritization, analytical thinking, investigation, and problem-solving

- g. **Metacognition:** Adaptability, multitasking, diplomacy, and time management, and organizational skills
  - h. **Mindfulness:** Humility, active listening, patience, empathy, and compassion
  - i. **Growth Mindset:** Goal-oriented, results-focused, self-sufficiency, resourcefulness
  - j. **Fortitude:** Persistence, self-discipline, self-confident and assertiveness
4. What ideas/suggestions do you have that WTHS can explore to strengthen our students' skills and abilities? (Please provide details).
  5. Do you have other partners that are doing a great job - what are they doing that we might want to emulate?
  6. How might you want to engage more deeply with WTHS? How else do you envision partnering with WTHS in the future? (e.g., being part of the shop more regularly?)

### Student Focus Group Questions

This year our school is in the process of what is called a Reauthorization of our Innovation Plan. A major component of this process involves working with our school community (administrators, teachers, students, families, and business partners) to improve student learning and student performance by examining the school's practices and evaluating what is working well at the school and how it can be taken to the next level, what isn't working as good it could be and how it can be improved, and what new practices might be brought to the school. As part of this work, we are meeting with a variety of different student focus groups to gain their input. Thank you for meeting with us today and sharing your feedback.

*Number and Demographic of Students in Focus Group* \_\_\_\_\_

#### *Target Composition*

- Goal is to reach ~100 students through focus groups, student leader groups, etc.
- 10 - 12 kids per focus group
- At least one focus group per grade
- Balance of technical areas

#### *Strengths*

1. What do you like most about the programming, structure, and/or classes at WTHS?
2. How do you feel it is helping you or will help you be successful?

3. What can we do to make it even better?

#### *Opportunities*

4. What has been the most impactful experience you have had with a business partner/employer?
5. What opportunities/experiences with industries/business partners do you want WTHS to provide for you?
6. Where would you like these opportunities/experiences to take place? School/Job site, Worcester Area/other areas of US/Abroad?
7. What year in school should these opportunities start?

#### *Gaps*

8. What programs or classes do you wish that WTHS could add or strengthen to help you to improve with your weak areas?
9. When would you like these offered?

#### *Wishes*

10. Is there anything that you wished you could do at your school that you can't do now?
11. Is there anything that you wished your school offered that it doesn't?
12. In 10 to 15 years what do you wish your career to be and what area of the country/world do you want to work?

#### **Faculty Workshop Questions**

- What strengths does WTHS offer that we should amplify/expand?
- What opportunities exist to bring something unique to the community?
- What do we wish students could do but can't today? What do students need that they are unable to access?
- What gaps prevent WTHS from achieving its mission?
- Are there any schools/organizations that you have heard of that are implementing great practices that we should learn more about?



## Appendix B: Benchmarked Organizations

Organization	Website/ description	What aspects of this program/school would be interesting for WTHS?	Outreach
CAPS Network	<a href="https://yourcapsnetwork.org/">https://yourcapsnetwork.org/</a>		Met with CAPS Network representatives locally
Blue Valley CAPS	<a href="https://bvcaps.yourcapsnetwork.org/">https://bvcaps.yourcapsnetwork.org/</a>	Community partnerships; offsite classes; student driven project learning	Captured in interview
NuVu School	<a href="https://cambridge.nuvustudio.com/">https://cambridge.nuvustudio.com/</a>	Self-led discovery; use of partners and coaches to fill academic; Durable skills	Secondary research
Intrinsic School	<a href="https://intrinsicsschools.org/">https://intrinsicsschools.org/</a>	Multiple Campus; flexible Learning Environment; Strong Identity & Community (Student Compact)	Secondary research
MC2 School	<a href="https://www.mc2school.org/news-and-events/#">https://www.mc2school.org/news-and-events/#</a>		Secondary research
The MET	<a href="https://www.themethighschool.org/">https://www.themethighschool.org/</a>	Internships, individual learning plans, and advisory systems; paid partnerships with business	Call with VP of Academics
Sparks Schools	<a href="https://sparkschools.co.za/high-school-model/">https://sparkschools.co.za/high-school-model/</a>	scholars spend 30% in Online and Study and 70% face to face in Skills or Inquiry; balancing online and face-to-face	Secondary research
Greater Lowell	<a href="https://www.gltech.org/domain/50">https://www.gltech.org/domain/50</a>	- Apply in 10th grade rolling admission for open spot; Job board where employers can post (get's approval) - Career Plan as part of shop objectives and must have an updated one for co-op eligibility	Secondary research
Minuteman	<a href="#">Minuteman</a>	- College track program - Professional Ad on YouTube and video tour as well - Fit multiple language offers into their program of studies chrome-extension://efaidnbmnnnibpcajpcgclcfndmkaj/https://resources.finalsi	Contacted through Patty's relationship

		te.net/images/v1634665633/minuteman.org/xxpsem9afifoayueihle/EBPresIntegrationofAcademicandVocationalEducationSept2017.pdf	
Blackstone Valley	<a href="https://www.valleytech.k12.ma.us/Page/812">https://www.valleytech.k12.ma.us/Page/812</a>	career education class, alumni spotlight, community job board; Longer school year	
Olympic HS	<a href="https://www.cmsk12.org/olympicHS">https://www.cmsk12.org/olympicHS</a>	700 Business Partnerships, Career Academies, Project based experiential learning; school scheduling, industry partnerships, durable skills	Call with business liaison
Tacoma Schools SOTA, SAMI, IDEA	<a href="https://www.applytoidea.com/">https://www.applytoidea.com/</a>	Interest based learning, yr. long explore w/in selected academy (students apply to academy); Specific pathways and core curriculum; Similar to WTHS, alternate schedule/activity periods on Wednesdays, interdisciplinary miniterms	Visiting in person
Monty Tech	<a href="https://www.montytech.net/">https://www.montytech.net/</a>	Afterschool transportation; HYDROPONICS Programs	Ongoing relationship
Davinci Schools	<a href="https://institute.davincischools.org/">https://institute.davincischools.org/</a>		Not pursued
High Tech High	file:///C:/Users/abiga/Downloads/HTH-School-Profile-2021-2022updated.pdf		Consider curated visit days
P-Tech	<a href="https://www.ptech.org/">https://www.ptech.org/</a>		Secondary research
Dearborn Academy	<a href="https://www.bpe.org/dearborn-stem-academy/">https://www.bpe.org/dearborn-stem-academy/</a>		Secondary research
Madison Park		Pair vocational/academic teacher	Secondary research
Danbury High School	<a href="https://dhs.danbury.k12.ct.us/">https://dhs.danbury.k12.ct.us/</a> <a href="https://docs.google.com/presentation/d/1B9zUfSCdd0MwvAMGR8Yqrs-lbwcSfH5a246bOPydRBI/mobilepresent?slide=id.p8">https://docs.google.com/presentation/d/1B9zUfSCdd0MwvAMGR8Yqrs-lbwcSfH5a246bOPydRBI/mob</a>	Career Academies <a href="https://docs.google.com/presentation/d/1B9zUfSCdd0MwvAMGR8Yqrs-lbwcSfH5a246bOPydRBI/edit?usp=sharing">https://docs.google.com/presentation/d/1B9zUfSCdd0MwvAMGR8Yqrs-lbwcSfH5a246bOPydRBI/edit?usp=sharing</a>	Telephone call

Nashville hub	<a href="https://www.nashvillehub.org/study-visits">https://www.nashvillehub.org/study-visits</a>	Academy Model	<a href="https://www.nashvillehub.org/study-visits">https://www.nashvillehub.org/study-visits</a> October, 2023
Deeper Learning '23	<a href="https://deeper-learning.org/dl23/">https://deeper-learning.org/dl23/</a>		Secondary research
HTH Virtual	<a href="https://hthgse.edu/events/virtual-tour-feb-2023/">https://hthgse.edu/events/virtual-tour-feb-2023/</a>		Secondary research
Shawsheen Valley	<a href="http://shawsheentech.org">shawsheentech.org</a>	Schedule	
Diman Regional Vocational	<a href="https://www.dimanregional.org">https://www.dimanregional.org</a>	Schedule	
Tri-county Regional Vocational Technical School	<a href="http://tri-county.us">tri-county.us</a>	Schedule	
Keefe Regional Technical School	<a href="http://www.keefetech.org">www.keefetech.org</a>	Schedule	

**The Goddard Scholars Academy  
Innovation School Plan**

**June 20, 2023**

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**INNOVATION SCHOOL PLAN CERTIFICATION STATEMENT**

Date Submitted: March 24, 2011

Recertified: March, 2014

**Innovation School Name:**  
**Plan for Conversion School**

**Goddard Scholars Academy**  
**City of Worcester**

**Stakeholder's Meetings**

**May 10, 2023**

**Stakeholder's Committee Members:**

**Affiliation**

**Name**

Lead Applicant:

Andrea Ostrovsky/Kendra Cox

Superintendent designee:

Marco Andrade

School Committee Member:

None attended

Parent with one or more children in the school:

Serenity Sullivan-Jacques

Teacher employed by the district:

Teacher employed by district, union selected

Principal:

Shannon Conley

Member:

Member:

Member:

Member:

## INNOVATION SCHOOL INFORMATION SHEET

Primary Contact Name:

Andrea Ostrovsky/Kendra Cox

Primary Contact Phone Number: 508 799-3350

Primary Contact FAX number: 508 799-8244

Primary Contact Email Address:

ostrovskya@worcesterschools.net

Coxkl@worcesterschools.net

Will this school serve multiple districts? No

Innovation School Opening: School Year 2011-2012, Reauthorization – 2017, 2023

School Year	Grade Levels	Total Student Enrollment	Total Number of Staff
First Year 2011-12	7,8	48,48	Equivalent of 6 full time positions 1/5 technology enrichment
Second Year 2012-13	6,7,8	48,48,48	Equivalent of 9 full-time positions
Third Year 2013-14	6,7,8	48,48,48	Equivalent of 9 full-time positions
Fourth Year 2014-15	6,7,8	48,48,48	Equivalent of 9 full-time positions
Fifth Year 2015-16	6,7,8	48,48,48	Equivalent of 9 full-time positions
Sixth Year 2016-17	6, 7, 8	48, 48, 48	Equivalent of 9 full-time positions
Seventh Year 2017-18	6, 7, 8	48, 48, 48	Equivalent of 9 full-time positions
Eighth Year 2018-19	6, 7, 8	48, 48, 48	Equivalent of 9 full-time positions
Ninth Year 2019-20	6, 7, 8	50, 48, 48	Equivalent of 9 full-time positions
Tenth Year 2020-21	6, 7, 8	50, 50, 48	Equivalent of 9 full-time positions
Eleventh Year 2021-22	6, 7, 8	50, 50, 50	Equivalent of 9 full-time positions
Twelfth Year 2022-23	6, 7, 8	50, 50, 50	Equivalent of 9 full-time positions
At full enrollment	6, 7, 8	150	Equivalent of 9 full-time positions

## Executive Summary

The Goddard Scholars Program is the middle school component of a college preparatory course of study conducted in collaboration with South High School and Clark University. Currently, the program is comprised of 50 sixth, 50 seventh, and 50 eighth grade students for a total of 150 students from throughout the City of Worcester, and it provides rigorous and accelerated academic learning in a safe, nurturing, and personalized atmosphere. Its curriculum lays the groundwork for students to engage in higher level courses, including Advanced Placement and Early College classes in high school. Cornerstones of the foundation include developing pride, discipline, and integrity in student's work through reading, writing, discourse, the arts, social interaction, and application of critical thinking to become civic-minded lifelong learners and leaders. This program has and continues to serve a significant role in the district, as Worcester's innovation plans focus on becoming the "school district of choice."

The Innovation School initiative is aimed at improving underperforming schools and providing supportive and challenging learning environments for all public school students. Since Goddard Scholars (GSA) students consistently score in the Advanced and Proficient MCAS categories, they cannot be considered underperforming according to MCAS standards. However, Goddard Scholars students do not measure up to their peer groups in the state and the nation based on other criteria. The program itself must reform to better serve the students of the Worcester Public School system and to ensure that students reach their full potential. This proposed school aims to strengthen and enhance five distinct areas of the existing program: student achievement, development of practices that promote social justice and civic responsibility, equitable access to the program, student retention in the program, and caregiver and community involvement. In order to improve these areas, GSA has added two sixth grade classes, provides targeted enrichment experiences, engages in cross-curricular collaboration, and expands recruitment efforts.

### *Student Achievement*

The primary innovations address the peer group achievement gap GSA students experience by incorporating the 6<sup>th</sup> grade year into the program and exercising autonomy over curriculum and scheduling. Since the Common Core State Standards and the Massachusetts State Frameworks present 6-8 curricula, having the 6<sup>th</sup> grade in-house affords the opportunity to fully align instruction through those years. This allows teachers to broaden and deepen instruction and to provide students with more rigorous highly relevant experiences. Technology and digital curricula make individualized tiered learning accessible to all GSA students.

### *Development of Social Justice and Civic Responsibility*

GSA students have increased opportunities to develop and hone the skills necessary to become civic-minded thinkers due to the following innovations to the program: an infusion of civics across the subject areas, and the use of restorative and community circles in the classroom, the three-year curriculum, and focused enrichment courses.



*Equitable Access to the Program*

Qualified students regardless of race, ethnicity, socioeconomic status, and other factors throughout the Worcester Public School system have access to GSA based on a plan to improve recruitment, awareness and outreach to underrepresented populations.

*Parent and Community Involvement*

Caregivers and community partners play a critical role in achieving academic success. Research shows that students perform better when caregivers and community members are actively involved. The GSA forms strong partnerships with caregivers and community members to provide more opportunities for involvement in all aspects of the GSA.

**Public Statement**

Goddard Scholars Academy is an innovation school that is housed within a larger school: the Goddard Scholars Academy (GSA) at Sullivan Middle School. The Goddard Scholars Program is currently an option for sheltered instruction of academically advanced students in the Worcester Public Schools. The GSA includes 150 students in grades six through eight at full enrollment. The innovation school aims to strengthen the program in five distinct areas: development of practices that promote social justice and civic responsibility, equitable access, student retention, and community and caregiver involvement. GSA students are more fully equipped to compete at the national level for college admissions and career readiness.

## I.

### A. Mission Statement

The Goddard Scholars Academy (GSA) provides a rigorous and accelerated academic program in a safe, nurturing and personalized atmosphere. The student body is a select group of Worcester Public Schools' students, grades 6th through 8th, 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 partnership with South High School and Clark University.

### B. Vision

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 pride, discipline and integrity in engaging with challenging academics. This is accomplished through reading, writing, discourse, the arts, social interaction, and application of critical thinking skills and digital literacies. GSA students engage in practices that promote social justice and civic responsibility.

### C. Statement of Need - Rationale for Innovation

The Innovation School initiative is aimed at improving underperforming schools and providing supportive and challenging learning environments for all public school students. Since GSA students consistently score in the Advanced and Proficient MCAS categories, they cannot be considered underperforming according to MCAS standards. However, GSA students do not measure up to their peer groups in the state and the nation based on other criteria. The program has reformed in order to better serve the students of the Worcester Public Schools. This innovation school strengthens and enhances five distinct areas of the existing program: student achievement, development of practices that promote social justice and civic responsibility, equitable access to the program, student retention, and community and caregiver involvement. With the changes in place, GSA students are more fully equipped to compete on the national level for college admission career readiness.

#### *Student Achievement*

GSA students typically perform at the highest level in the district on various standardized tests. However, the program is designed to provide an environment in which academically advanced students can thrive in order to reach their full potential and become prepared to compete nationally as leaders in college and beyond. Therefore, these students must be compared to the top tier of 7<sup>th</sup> and 8<sup>th</sup> grade students across Massachusetts and nationwide.

GSA students are enrolled in a targeted program for academically advanced students and as such should be growing at a high rate. Since this program is specifically designed to meet the needs of the top 5% of the students of our district, the GSA plans to strengthen the academy so that its students reach the top 5% on statewide and national standardized measures as well. The primary innovations that address the peer group achievement gap GSA students experience include incorporating the 6<sup>th</sup> grade year in the program, exercising autonomy over curriculum and scheduling, and infusing technology throughout the program.

### *Development of Social Justice and Civic Responsibility*

The current Goddard Scholars Academy (GSA) provides its students with the access to tools and individuals that value their input while making them feel valued and physically and emotionally safe. GSA students regularly participate in restorative and community circles with Guidance and School Adjustment Counselors, in conjunction with their academic teachers. Circles have become a regular part of GSA classes. The academy-wide incorporation of Civics allows students to think critically about their responsibility to the communities they are a part of and identify their role within those communities to enact change by incorporating authentic tasks, problem solving, inquiry-based learning, investigation, collaboration, and communication across the curriculum, ultimately culminating in the 8th Grade Civics Action Project. Finally, GSA's flexible curriculum and schedule enhance opportunities for GSA students to make community connections and engage in interest-based enrichments that result in a product, service, or performance for an authentic audience.

### *Equitable Access to the Program*

The GSA is a program in the Worcester Public Schools that offers sheltered instruction to qualified academically advanced students. Goddard Scholars Academy, as a program, aims to serve a population that strives to mirror the demographics of the entire district. GSA informs Kindergarten through grade 5 caregivers of the program features and invites them to an Open House. Those unable to attend the Open House are able to view the presentation on the GSA website. Students who qualify for the program are sent letters explaining the program, the application process, and an application for the program. Correspondence is sent in both English and the preferred family language for languages supported by Worcester Public Schools translation requirements.

### *Autonomies*

The Goddard Scholars Academy seeks curriculum/instruction/assessment, schedule, staffing, professional development, and budget autonomies to strengthen teaching and learning for all students while increasing academic achievement and leadership skills by focusing on the following:

- Inclusion of sixth-grade students to provide a three-year preparatory program aligned with the Common Core State Standards and Massachusetts State Frameworks
- School schedule to allow for Common Planning Time and Professional Learning Community meetings
- School schedule that incorporates different enrichment courses and activities than are currently offered based on students' interests
- Curriculum that incorporates the use of technology
- Assessments that involve technology, performance, and public speaking skills
- Professional Development plans for each teacher that aligns with school-wide goals and meets the needs of our students

**D. Primary and Proposed Partners:**

The GSA staff works to develop and strengthen partnerships including, but not limited to the following:

1. WPS Elementary teachers
2. South High (students, teachers, administrators, and guidance counselors)
3. Clark University (student teachers, Model U.N., college readiness, and professional development)
4. College of the Holy Cross (science demonstrations, Office of Multicultural Education)
5. WPI (college readiness)
6. Worcester State University (college readiness)
7. Women's Initiative through the United Way (Dollar Scholars)
8. Hanover Theatre (live theater performances, workshops, other drama education opportunities)
9. Music Worcester (concerts and other performances)
10. Worcester Chamber of Commerce and the Webster Square Business Association
11. AbbVie Laboratories
12. MassEdCo Talent Search Program (college readiness)
13. Community Harvest Project

GSA also establishes strong partnerships with caregivers and provides opportunities for caregivers and guardians to become more involved in their child's education, realizing that caregiver involvement is a vital component in ensuring and promoting greater academic success.

## II. How Autonomy and Flexibility will Be Used to Improve School Performance and Student Achievement

### A. Curriculum, Instruction, and Assessment

The innovation plan utilizes autonomy in curriculum, instruction, and assessment in order to add rigor and relevance to student learning as well as to improve student achievement. The pillars of Goddard Scholars Academy's instructional philosophy include shaping students into independent, active learners who possess strong content-knowledge and preparing them for college and careers.

#### *Addition of 6<sup>th</sup> Grade*

The Common Core State Standards defines middle school from 6<sup>th</sup> - 8<sup>th</sup> Grade. Phasing in a sixth grade component to the GSA in 2012-13 provides teachers and students with a year during which a transition to middle school can effectively occur. All curriculum continues to align with the Massachusetts Comprehensive Frameworks, Common Core State Standards, and MCAS performance descriptions, which are aligned vertically for 6<sup>th</sup> to 7<sup>th</sup> to 8<sup>th</sup> grades. GSA gives teachers control of the scope and sequence for 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grades, in order to allow for more in-depth studies, acceleration, cross-curricular collaboration, and opportunities for student-centered extensions of the curriculum. In addition, reading, writing, and math skills are infused in all of the content areas. Current curriculum materials are supplemented on a regular basis. Finally, the core subject curricula include Digital Age Literacy to provide rigor and relevance for students in all three grades. Each discipline reaps the benefits of adding the sixth grade in different ways.

The Goddard Scholars Academy uses the Curriculum, Instruction and Assessment autonomy to improve student performance in the following ways:

- Support the development of 21 Century skills
- Offer three sessions (3 weeks) of Enrichment Clusters to assist in flexible grouping according to interest and product presentation preference
- Read and write across the curriculum to support greater fluency in language, written and oral
- Establish Professional Learning Community meetings and Common Planning Time meetings for teachers to support student needs and to plan and support interdisciplinary themes
- Develop Student Exhibitions of Learning
- Utilize on-line technology and resources to communicate with students and caregivers regarding curriculum, grades, standards-based assessments, assignments, and school calendar

## Combining Best Practices with Innovation

### Enrichment Clusters

Enrichment clusters, a component of the School-wide Enrichment Model, infuse more enrichment into the standards driven curriculum. Enrichment Clusters are designed to increase authentic learning via the application of relevant knowledge, thinking skills, and interpersonal skills to the solution of real-life problems. Enrichment Clusters are scheduled during the weekly Gifted and Talented Class time, guaranteeing that time is devoted to the kind of learning that makes school an enjoyable and engaging place.

Teachers offer two sessions of enrichment clusters, one in the fall and one in the winter/spring, on a topic of interest. Among the topics are Engineering and Design, Social Change, Community Service, Plagues, Forensics, Digital Photography, Animal Ambassadors, Magic, Spanish Cuisine, Pop-up art, Recycling, Problem Solving, Healthy Habits, Friends of Vets, Puppetry, and Knitting. Teachers serve as the “guide on the side,” thus giving students a greater opportunity to take on the leadership and direction of the cluster.

Cross-grade level groupings of students participate in the clusters based on their interest. Students work collaboratively and develop skills in self-directed learning and in taking ownership for decision making, pacing and presentation of a product or service, which is shared with an authentic audience. Each cluster exposes students to advanced content, authentic methodology and is student driven. Students increase engagement, understanding of a real word problem, and presentation skills. As teachers become more familiar with Gifted and Talented strategies, implementation of the School-wide Enrichment Model (SEM) will be incorporated into the school schedule.

### *Implementation:*

GSA students participate in three sessions of Enrichment Clusters in cross-grade level groupings based on students’ interest, learning and presentation styles preferences. Students develop skills in self-directed learning and take ownership for decision making, pacing and presentation of a project. The focus and outcome of each cluster is a product or service that is shared with an authentic audience. Each cluster exposes students to advanced content, authentic methodology and is student driven. Students deepen engagement, understanding of a real word problem, and presentation skills.

### Digital Curriculum:

Technology instruction is included as part of the sixth grade seminar class. Students develop awareness of digital footprints, internet safety and online security, appropriate use of AI in the classroom, movie production, Google Products, and other technical skills.

### *Implementation:*

All teachers regularly infuse technology strategies in their classes and also offer opportunities for students to showcase digital skills in their work.

### Reading and Writing Across the Curriculum

Writing across the curriculum is accomplished through low, mid and high stakes writing assignments in every class. This allows students to develop their ideas and critical thinking abilities and increase mastery of written language fluency in all subject areas. GSA teachers incorporate common instructional practices to provide continuity and consistency between classes. Some of the common practices include the use of focused note-taking, the use of graphic organizers for prewriting assignments, Socratic seminars, Philosophical Chairs, the adoption of common writing formats and rubrics, levels of questioning, Bloom's revised taxonomy, close reading, and a standard set of classroom rules and roles for discussion, debate, and listening.

To engage students, teachers use formative assessments and other strategies to access students' prior knowledge and maximize understanding of new material. Students work as a whole class, in small groups, pairs or individually on assignments. Gradual release, I -do, we -do, you -do, approach is utilized when teaching new skills.

The effective use of data from STAR tests, MCAS, teacher observation, formative assessment, and other forms of classroom assessment is used to flexibly group students to scaffold each student's success to meet standards. The GSA collects and uses STAR scores and MCAS scores as a way to measure student progress and compare their achievement to their peer groups, state and nationwide.

Developing students' academic and content vocabulary is on-going and across all content areas.

#### *Implementation:*

Instruction incorporates the use of common writing formats and rubrics and the sharing of strategies for teachers and students to facilitate discussions and collaboration in all subjects.

### Common Meeting Time

Collaboration among teachers is a key ingredient to enhancing curriculum, instruction, and assessment within the GSA. Professional Learning Community (PLC) meetings and Common Planning Time (CPT) Meetings provide teachers with the opportunity to use data, examine student work to inform planning, assessment and adjustment of instruction. The meetings also allow for conferences with caregivers, students and other support personnel and a forum in which professional texts are read and discussed in order to incorporate new ideas into teaching practices.

Core subject teachers work together to develop content-rich, meaningful, relevant, and student centered lessons and assessments. The core subject teachers use AP Strategies from Laying the Foundation Summer Institutes, Gifted and Talented Confratute, AVID Strategies, and Bloom's Revised Taxonomy, which promote the development of academic skills across the curriculum. In addition, teachers develop common language for reading and for writing and answering open response questions in all subject areas. This common language ensures consistency regarding students' ability to read and write across the curriculum. Finally, teachers collaborate to create meaningful interdisciplinary assignments and extensions.

*Implementation:*

Teachers work together to identify common themes in subject areas. Once identified, these common themes are used to develop cross-curricular essential questions that drive instruction in order to have students make connections between subject areas.

In order to schedule weekly PLC and CPT meetings, it is necessary for the GSA to modify the schedule so teachers can meet before or after school and during lunch.

Exhibitions of Learning

The Goddard Scholars Academy maintains an assessment philosophy that requires students to achieve at high standards and to demonstrate their understanding in different ways. A variety of assessments accommodate the GSA students' diverse learning styles and draws on their strengths, interests, and abilities.

Portfolios are kept in each subject area as evidence of student work and to provide the opportunity for students to evaluate their learning, work products and progress in each class throughout the year. Student work aligns with the depth and breadth of curriculum standards.

Formative and Summative assessments are used in an on-going manner to measure students' understanding. These assessments include a variety of presentation forms: using technology, oral presentation, written work, artistic and creative displays. Effective questioning is a key component of these assessments, along with peer editing, thoughtful written feedback, conferencing and self-evaluation. Bloom's Revised Taxonomy is posted in each classroom and incorporated in the instructional language of each teacher and student to connect learning with meaning.

An annual Fine Arts Night is held in the spring to give students the opportunity to showcase musical performances and pieces of visual art they have created.

Students' grades, assignments long and short term are posted on Google Classroom, facilitating communication between students, teachers, and caregivers.

GSA uses the district grading system for interim reports and quarterly report cards. Caregivers and guardians are invited to attend Know Your School Night and Fine Arts Night and to schedule individual caregiver conferences through the Guidance Department to review progress and to set goals for their child.

*Implementation:*

The formal opportunities for caregivers to observe student performance and product are:

- |         |  |
|---------|--|
| Fall:   | Know Your School Night                   |
|         | First Quarter celebrations for students  |
|         | Monthly PBIS Celebrations                |
| Winter: | Second Quarter celebrations for students |
|         | Monthly PBIS Celebrations                |
|         | Discovering Justice                      |



Spring: Science Fair  
 District Auditions for band and Districts concert  
 Third and Fourth Quarter celebrations for students  
 Fine Arts Night - Band Concert & Art Exhibition  
 8th Grade Graduation  
 Spoken Word  
 National Junior Honor Society Induction Ceremony  
 Monthly PBIS Celebrations  
 Discovering Justice

### English

The fundamental objective for the study of English by all students is to master all forms of communication and to be able to apply skills as writers, readers, and speakers to make sense of the world around them. These skills are not taught in isolation, but rather as a means to connect with other disciplines, explore new perspectives, and discover unfamiliar material.

With the addition of sixth grade, English teachers have an extra school year to teach writing skills in a consistent manner in order to prepare seventh grade students for long composition writing, open response writing and writing research papers. It is also possible for teachers to implement more creative writing assignments and projects that lead to publishable works. Writing skills and grammar are developed through lessons by following the skills progression of *Laying the Foundation*- Pre-AP materials.

Students attain proficiency in the conventions of writing, such as English grammar as well as how to vary sentence structure, and introduce voice, mood, and tone. Author's purpose and audience are addressed and reinforced in each grade. Teaching academic vocabulary and acquiring meanings of new words, including Classical roots, is addressed on an on-going basis in context.

Various forms of writing are part of each grade's curriculum: narrative, descriptive, expository, persuasive, and informative. Teachers conference with students and tier instruction for each type of writing to scaffold and strengthen skills.

Reading fiction, literary nonfiction, informational texts, poetry and drama is part of each year's curriculum. Cross-curricular writing also takes place on a regular basis, along with the development of discussion and listening skills. Discourse and collaboration are key aspects to promote students' understanding, analysis and evaluation of text.

Selections of poetry, short stories, novels, literary nonfiction and informational texts at each grade level and are further augmented with materials that meet the needs of each child's reading and Lexile levels.

### Math

The math curriculum closely follows the Common Core State Standards for Mathematics. Acceleration in the Goddard Scholars Academy allows for students to master the standards for grades 6-8 plus a full Algebra 1 course over the three years. The acceleration plan follows the

recommendations in the Massachusetts Common Core Frameworks for Mathematics for an accelerated middle school course that includes a full Algebra 1 course. Sixth graders complete the regular 6<sup>th</sup> grade standards, then 7<sup>th</sup> graders complete all of 7<sup>th</sup> grade standards and half of 8<sup>th</sup> grade standards and 8<sup>th</sup> graders complete the rest of 8<sup>th</sup> grade standards and all of the Algebra 1 standards. In addition to delineating the mathematical content to be learned by students, the Common Core also emphasizes eight habits of mind that are infused in all three years of instruction.

Students engage with rigorous relevant problems that encourage multiple methods of solution, collaboration, and creativity, and that require persistence. Regular practice in oral and written communication of solutions and methods using relevant mathematical vocabulary and logical reasoning allow students to develop their ability to communicate as mathematicians. Students fit a variety of models to real-world data sets and use statistical measures to measure the goodness of fit of these models. Computer and graphing calculator support are used to give students authentic experiences with the tools real mathematicians and scientists use for modeling.

Looping, in conjunction with close collaboration between math teachers in the program, ensures that students recognize the connections between the problems, methods and solutions they experience one year and those of the following years. In addition, science and math teachers collaborate to make sure that students recognize the close connections between the tools and methods they learn in math class and their applications to scientific study.

Teachers use a wide variety of instructional resources to support student learning, including traditional textbooks (Go Math in grade 6, Glencoe pre-Algebra in grades 6 and 7, and McDougal Littell Algebra 1 in grade 8), research-based curricula (Connected Math Program in grades 6, 7, and 8), on-line resources and other sources. Differentiation is designed, particularly through the use of on-line resources, to shore-up students in need of more practice on specific standards and to provide meaningful extensions to learning for those who have attained mastery.

All students are expected to master the full mathematics curriculum and be ready to enter Geometry as freshmen in high school. Appropriate interventions are used throughout the middle school years to bring all students to that level. However, since the skills of Algebra 1 are essential to success in higher mathematics, at the end of 8<sup>th</sup> grade the teacher identifies any students who have not attained mastery. These students are recommended to double Algebra 1 and Geometry freshman year to get students back on track with their classmates for the sophomore year.

#### Science and Technology/Engineering

The purpose of Science instruction in the GSA is to provide students with the skills, knowledge and habits of mind to understand the natural processes they see around them and to understand the processes by which scientific knowledge is applied to create useful technologies.

The GSA curriculum employs an integrated approach to provide Earth/Space Science, Physical Science, Life Science and Technology/Engineering instruction through the three years. Cross-curricular connections are made with math and ELA so students are using skills acquired in those classes to perform analysis and to read and write in science. Student experiences focus on inquiry, experimentation and scientific literacy using engaging real-life problems, hands-on

investigations, engineering design problems and current scientific literature. Students use technology to prepare and present their results.

All students are able to formulate hypotheses, design and conduct experiments (specifying variables to be changed, controlled or measured), use scientific equipment and technology to make quantitative observations, and present and explain data (using appropriate terminology) in multiple forms.

A wide variety of curriculum materials will be used in the Science and Technology/Engineering courses. These include the district approved textbooks and on-line sources.

The Massachusetts Frameworks for Science and Technology are written for grades 6-8. The variety of science experiences from all feeder schools make it impractical to depend on any of the standards being mastered in the sixth grade. Inclusion of the sixth grade in the GSA allows much more time for lab experiences, more in-depth investigations and adherence to the Worcester Public Schools scope and sequence.

### Social Studies

The Social Studies curriculum requires students to examine the ways in which history, geography, and current events intertwine and provide a fundamental understanding of how the Earth's structure has impacted the development of human society. Students trace man's progress across time from simple hunter-gatherer communities to more complex and advanced civilizations, kingdoms, and imperial empires. They use this historical foundation to make relevant and concrete connections to today's issues and global events as well as to other academic disciplines.

With the inclusion of the sixth grade to GSA, Social Studies teachers have the opportunity to fully establish the necessary understanding of basic geographical principles and their relationship to the study of human history. In addition, teachers are able to spread instruction across three years, which allows for a more in-depth and detailed study of each of the major eras and topics defined by the Massachusetts and Common Core standards.

Students study specific content areas during each year in GSA. Grade 6 classes focus on basic geographic skills, human origins, river valley societies, and ancient cultures including early North American, Mesoamerican, and South American civilizations, China, India, Africa, and the Middle East. Grade 7 classes explore ancient Egypt, the Israelites, Phoenicians, followed by Islamic Empires and the rise of Islamic society. They complete the year by focusing on ancient Greece and Rome. In 8th Grade, students explore the United States Government and Civics. Students study the roots and foundations of democratic government through primary documents, such as the United States and Massachusetts Constitutions; how and why government institutions developed; how government evolves through legislation and court decisions; and how individuals exercise their rights and civic responsibilities to maintain a healthy democracy in the nation and the Commonwealth. A variety of both traditional and non-traditional assessment tools are used to account for the multiple intelligences and learning styles of the students.

In order to help students make solid connections between the past and present, parts of the Model

UN curriculum are infused into the study of human history and ancient civilizations. Students have the opportunity to research historical issues and current events simultaneously, and this research culminates in a simulated United Nations Committee Meeting where students assume the role of delegates from countries around the world. The simulation nature of the Model UN approach gives students a deeper and personal appreciation of the commonalities and differences between our past and present worlds. Cross-curricular skills such as public speaking, negotiation, research, persuasive writing, and cooperative problem solving are also strengthened.

Students also have the opportunity to participate in Discovering Justice Mock Trial (Fall) and Mock Appeal (Spring). This program, run in conjunction with the Worcester County Bar Association, pairs middle school students with legal professionals to explore the judicial system, analyze a legal case, and practice the civic skills needed to persuasively argue cases.

### Foreign Language

The Foreign Language curriculum follows the Massachusetts Frameworks for Stage 1 foreign language development and allows students to complete a Level 1 course in a foreign language.

The primary focus of the curriculum is to enable students to communicate with a wider range of the population in another language, utilizing the four domains of listening, speaking, reading and writing. Emphasis on these skills is the prime focus in the classroom using an abundance of resources. Speaking and listening skills are enhanced by the use of music and other multimedia technology to develop cultural understanding, reinforcement of skills, and to provide creative extensions of language development. Virtually visiting countries by the use of google maps and other resources enhances cross-curricular opportunities with social studies.

Connecting with other disciplines, especially English, through the study of grammar, sentence structure helps to reinforce students' writing skills. In an increasingly global society, language skills are an asset for college admission and careers.

### Music

Music is the primary enrichment for GSA students as members of the Goddard Scholars Concert Band. Countless studies have examined the relationship between music and academic achievement. Results indicate a positive correlation as students who engage in instrumental music do better in math, reading, history, geography and citizenship. Practicing music also benefits students' ability to learn how to study, focus and manage their time.

The music curriculum includes three years of studying an instrument in a performance band setting. Performance skills are taught, reinforced and refined through individual instruction, group rehearsals, sectionals, at home practice, music theory, and ear training. Reading and writing is incorporated to include music literature and the history of various genres.

Through music education, students easily associate music with the expression of their emotions and creativity, intellectual stimulation, and cultural illustration. Performing, creating, and responding to music opens a door for personal development and growth. With confidence in music comes the understanding of contemporary and historical cultures, as well as self-awareness and knowledge or understanding of students' own motives and behavior.

The middle school band curriculum frames instruction around essential competencies and skills. Instructional planning is guided by demonstrating an understanding of children's musical development. The music lessons reflect the vision of the students as confident learners and include a variety of lessons such as hands-on learning activities and materials, opportunities for movement and a sequential development of musical concepts, knowledge and skills. A collection of authentic methods is used to assess students including partnered and small group activities, individual performances, written assessment, and whole class activities.

Learning activities are implemented where students interact with materials, one another, and the teacher in order to build their knowledge of musical concepts as well as their appreciation of various types of music by singing and playing a range of songs, listening to different musical genres, and reading musical notation on their musical instruments. Music is integrated with other content areas of the system-wide literacy goals, and by making connections through historical and geographical origins of music.

Students become responsible learners and citizens of our school as expectations for students' behaviors and work habits are outlined during music class. All students are expected to actively participate in all aspects of the music lesson and to act in a positive manner, creating a supportive environment in which students are more willing to try new activities. Feedback is provided to individual students, small groups, and the class as a whole. The teacher models the skills, work attitude and musical processes that the students should follow. Students' eagerness to be creative and to succeed will be encouraged through classroom lessons, instrumental lessons, band practices and performances.

### Seminar

The 6<sup>th</sup> Grade Seminar course enables students to develop the right habits of mind to meet success in middle school and beyond. Students engage in activities designed to recognize and work with their distinct learning styles, and develop proper study, organizational, textbook, and test taking skills. Students will work on both individual, and group projects and activities to enrich both classroom content and develop general learning and collaborative skills. Students explore their academic talents and career interests while strengthening academic and interpersonal skills. Additionally, students in the 6<sup>th</sup> grade Seminar participate in digital literacy lessons, and regular restorative and community circles.

### Enrichments

Enrichment experiences are scheduled at every grade level to address student interest and to include exposure to relevant topics, guest speakers, leadership training, college and career awareness. Students develop public speaking skills and participate in community service learning. These enhanced experiences allow students to connect academic learning to their lives and future careers.

Enrichment topics include:

- Music, art, health, graphic arts, and physical education
- School-wide enrichment opportunities based on student interest
- Enrichment Clusters on a wide variety of topics

### ***Social Emotional Needs***

GSA meets the social and emotional needs of students through the following innovations:

#### **Advisory Program:**

- A balanced number of students from each grade are assigned to homerooms to create multi-grade advisee groups, which will allow students in each grade the opportunity to get to know members of the other grade(s).
- Advisors are responsible for welcoming the students to school each day, making sure they have organized the necessary materials for their classes, communicating important school information to the advisees, and providing opportunities to address character education themes.
- Eighth graders serve as role models for seventh graders. Both seventh and eighth graders serve in this leadership role for the sixth graders. A buddy system is set up in each homeroom with the expectation that the older students look out for the younger students in the hallways, at lunch and to and from school on the buses or walkways. The buddies are able to help the younger students set social and academic goals by sharing experiences and strategies to overcome obstacles they may have faced in achieving their goals.
- Advisors are responsible for identifying and addressing the needs of struggling students in their respective advisory. Once identified, a plan is established to set goals and connect the students to appropriate supportive services, for example counseling or tutoring.
- Advisors review each advisee's academic progress regularly, especially at interim and quarterly grading periods, and have a conversation with each student to monitor and evaluate progress, difficulties- academic or social, and areas in need of improvement.
- Advisors, the Department Head, and the guidance counselor and school adjustment counselor will schedule student-teacher-caregiver conferences as needed.
- Each advisory includes several student ambassadors who serve as leaders for communication with teachers and fellow students. The ambassadors are responsible for meeting with the ambassadors from the other advisories to plan social events and other activities. A teacher advisor volunteers to supervise and coordinate the student ambassadors.

#### ***Implementation:***

Students apply to become Student Ambassadors, and once accepted, providing instruction and experiential opportunities for Student Ambassadors to develop leadership skills are a focus. Student Ambassadors will also help facilitate recruitment and other GSA events.

### **Looping**

Teachers teach students from at least two grades and in some cases all three grades. This consistency fosters student-teacher relationships. With the benefit of having the same teachers, seventh grade becomes an anchor year for the GSA students, minimizing transitions. Research supports looping to foster students' higher self-esteem and positive attitudes toward school.

### **Access to Guidance and School Adjustment Counselors**

GSA students have access to guidance counselors and school adjustment counselors available at Sullivan Middle School. The Student Support Process (SSP) is used as the referral tool when teachers have academic or socio-emotional concerns about issues a student may be encountering. The goal of this process is to ensure that students' needs are being met in a timely and efficient manner to minimize disruption to their education. Outreach to community organizations will be made to address issues and make referrals on as needed basis.

### **Health Enrichment**

Students participate in Health Enrichment activities and classes during the three years. The focus is on topics including transitions, organization, time and stress management, relationships, bullying, appropriate socialization, other health issues and leadership skills.

### **College Readiness**

College readiness is a component of the Innovation. Each year, but particularly in the eighth grade, students meet with college admission officers, guidance counselors at Sullivan and South High, and other community members to discuss college preparation as middle school students and as students transitioning to high school.

### **Physical Education Classes**

All grades take part in physical education classes. Scheduling is done in cooperation with Sullivan Middle School and/or with the district, if an itinerant is needed to meet overall scheduling needs.

### **Social Events**

Social events are planned each quarter by GSA staff and advisory student-representatives. Students also participate in monthly incentive-based activities created by the school PBIS team.

### **Extra-curricular Opportunities**

The following extra-curricular activities may be available to GSA students, depending on teacher availability:

- Book club, or producing a literary magazine or school newspaper
- Strategy games
- Writing contests and attending external writing conferences
- Math Team (after school club and regional competitions)
- Model U. N. (after school club and conference)

- Choir
- WEDF Spring Concert
- Tri-M (Music Honor Society)
- Science Olympiad (state-wide competition)
- Discovering Justice Mock Trial & Mock Appeal
- Chess Club
- Project 351
- Regional and State Science Fair Participation
- Weekly extra help sessions in each subject area
- Community service learning opportunities

### ***Diverse Learners***

GSA meets curriculum and instruction needs for its diverse learners.

#### English Language Learners

Although the Goddard Scholars Academy's current English Language Learners (ELL) population does not reflect the district's numbers, Sheltered Instruction Observation Protocol (SIOP) and Sheltered English Immersion (SEI) strategies will be implemented as needed for ELLs.

#### Students with Identified Disabilities

The number of students with disabilities is also underrepresented in GSA. However, students with disabilities are admitted to and succeed as part of the program. All students who meet admission criteria are provided with appropriate support and accommodations. Students with disabilities are encouraged to apply and can succeed in the GSA.

#### Student Grouping

Assessment data is used to organize flexible groups to support high levels of learning.



## B. Schedule and Calendar

Goddard Scholars Academy's autonomy with regard to the daily school schedule allows for common meeting time among teachers and targeted enrichment activities.

The daily schedule follows Sullivan Middle School's hours of operation. However, GSA's specific instructional schedule will run independently of the rest of the larger school to allow for special programs, guest speakers, volunteers, band rehearsals, snow delays, and to minimize substitute coverage.

GSA follows the Worcester Public Schools yearly academic calendar. The key features of the daily schedule are:

- All students have the 5 core academic classes every day.
- A daily Enrichment block for targeted enrichment experiences in full academy assembly, advisory groups, or enrichment clusters. All faculty participate.
- Sixth grade students have a technology class incorporated in their seminar class
- Teacher duty periods are used to perform academy functions such as recruitment/admissions, work with caregiver groups and community partners, lunch duty, bus duty, and to provide coverage of classes when necessary.

**The following is a representation of the quarterly schedule:**

### Monday

	Period 1 8:47-9:40	Period 2 9:43-10:30	Period 3 10:33-11:20	Period 4 11:23-12:10	Period 5 12:13-1:00	Period 6 1:30-2:17	Period 7 2:20-3:07
Seminar	X	6-1	6-2	Enrichment	X	X	Meeting
ELA	8-1	Bathroom	7-2	Enrichment	7-1	8-2	x
SS	7-2	7-1	X	Enrichment	6-2	6-1	X
ELA/Civics	6-1 ELA	Office	8-2 SS	Enrichment	8-1 SS	6-2 ELA	X
Math	8-2	8-1	X	Enrichment	7-2	7-1	X
Science	6-2	8-2	8-1	Enrichment	6-1	x	X
Math/Sci	7-1 Sci	6-2 Math	6-1 Math	Enrichment	Coverage	7-2 Sci	X
Spanish	CPT	7-2	7-1	x	8-2	8-1	6-2
Band	CPT	6-1	6-2	Enrichment	x	Music 8	8-2
<b>Period 7 Classes</b>							
	6-1	6-2	7-1	7-2	8-1	8-2	
	Art	Spanish	Health	PE	Guidance	Band	

**Tuesday**

	Period 1 8:47-9:40	Period 2 9:43-10:30	Period 3 10:33-11:20	Period 4 11:23-12:10	Period 5 12:13-1:00	Period 6 1:30-2:17	Period 7 2:20-3:07
Seminar	X	6-1	6-2	Enrichment	X	X	8-2
ELA	8-1	x	7-2	Enrichment	7-1	8-2	x
SS	7-2	7-1	X	Enrichment	6-2	6-1	X
ELA/Civics	6-1 ELA	x	8-2 SS	Enrichment	8-1 SS	6-2 ELA	X
Math	8-2	8-1	X	Enrichment	7-2	7-1	X
Science	6-2	8-2	8-1	Enrichment	6-1	x	X
Math/Sci	7-1	6-2	6-1	Enrichment	x	7-2	X
Spanish	Bathroom	7-2	7-1	x	8-2	8-1	6-2
Band	Bathroom	6-1	6-2	Enrichment	x	Music 8	7-2
<b>Period 7 Classes</b>							
	6-1	6-2	7-1	7-2	8-1	8-2	
	Health	Spanish	Art	Band	PE	Seminar	

**Wednesday**

	Period 1 8:47-9:40	Period 2 9:43-10:30	Period 3 10:33-11:20	Period 4 11:23-12:10	Period 5 12:13-1:00	Period 6 1:30-2:17	Period 7 2:20-3:07
Seminar	X	6-1	6-2	Enrichment	X	X	CPT
ELA	8-1	x	7-2	Enrichment	7-1	8-2	CPT
SS	7-2	7-1	X	Enrichment	6-2	6-1	CPT
ELA/Civics	6-1 ELA	x	8-2 SS	Enrichment	8-1 SS	6-2 ELA	CPT
Math	8-2	8-1	X	Enrichment	7-2	7-1	CPT
Science	6-2	8-2	8-1	Enrichment	6-1	x	CPT
Math/Sci	7-1	6-2	6-1	Enrichment	x	7-2	CPT
Spanish	x	7-2	7-1	x	8-2	8-1	6-1
Band	x	6-1	6-2	Enrichment	x	Music 8	8-1
<b>Period 7 Classes</b>							
	6-1	6-2	7-1	7-2	8-1	8-2	
	Spanish	Art	PE	Health	Band	Guidance	

**Thursday**

	Period 1 8:47-9:40	Period 2 9:43-10:30	Period 3 10:33-11:20	Period 4 11:23-12:10	Period 5 12:13-1:00	Period 6 1:30-2:17	Period 7 2:20-3:07
Seminar	X	6-1	6-2	Enrichment	X	X	8-1
ELA	8-1	x	7-2	Enrichment	7-1	8-2	x
SS	7-2	7-1	X	Enrichment	6-2	6-1	x
ELA/Civics	6-1 ELA	x	8-2 SS	Enrichment	8-1 SS	6-2 ELA	x
Math	8-2	8-1	X	Enrichment	7-2	7-1	x
Science	6-2	8-2	8-1	Enrichment	6-1	x	x
Math/Sci	7-1	6-2	6-1	Enrichment	x	7-2	x
Spanish	x	7-2	7-1	x	8-2	8-1	6-1
Band	Bathroom	6-1	6-2	Enrichment	x	Music 8	7-1
<b>Period 7 Classes</b>							
	6-1	6-2	7-1	7-2	8-1	8-2	
	Spanish	Health	Band	Art	Seminar	PE	

**Friday**

	Period 1 8:47-9:40	Period 2 9:43-10:30	Period 3 10:33-11:20	Period 4 11:23-12:10	Period 5 12:13-1:00	Period 6 1:30-2:17	Period 7 2:20-3:07
Seminar	X	6-1	6-2	Enrichment	X	X	SEL CPT
ELA	8-1	x	7-2	Enrichment	7-1	8-2	SEL CPT
SS	7-2	7-1	X	Enrichment	6-2	6-1	SEL CPT
ELA/Civics	6-1 ELA	x	8-2 SS	Enrichment	8-1 SS	6-2 ELA	SEL CPT
Math	8-2	8-1	X	Enrichment	7-2	7-1	SEL CPT
Science	6-2	8-2	8-1	Enrichment	6-1	x	SEL CPT
Math/Sci	7-1	6-2	6-1	Enrichment	Bathroom	7-2	SEL CPT
Spanish	x	7-2	7-1	x	8-2	8-1	SEL CPT
Band	x	6-1	6-2	Enrichment	x	Music 8	7th/8th Band
<b>Period 7 Classes</b>							
	6-1	6-2	7-1	7-2	8-1	8-2	
	PE	PE	Band	Band	Band	Band	

### C. Staffing

GSA has autonomy for staffing the innovation school. GSA positions will not be posted as bid positions for the union.

At full implementation, nine full-time teachers comprise the core staff of GSA. In addition, GSA has access to enrichment classes in each of the four quarters which allow for students to participate in classes such as physical education, art, health, and other enrichments available from Sullivan Middle School.

Any additional staff or new staff vacancies will be filled by a Hiring Committee, which will be comprised of:

- 1 current administrator
- 3 current GSA staff members
- 1 caregiver with a student currently enrolled in the Goddard Scholars Academy

Applications of teachers interested in a position in this school would be forwarded from Central Administration to the Hiring Committee for consideration. The Hiring Committee interviews candidates and reviews the applicant's qualifications, prior performance or recommendations, and willingness to support the vision and mission of the Goddard Scholars Academy. An applicant's seniority with the system may or may not be a factor in the selection process. Successful applicants must gain a simple majority or better vote from the Hiring Committee.

One of the teachers will serve as the Department Head. In addition to teaching daily classes, the responsibilities of the Department Head will be to coordinate the day to day and long-term administrative needs of Goddard Scholars Academy. These responsibilities will include: yearly and alternative scheduling to accommodate special programming, the daily Enrichment class, snow delays or teacher absences, planning and facilitating weekly PLC and CPT Meetings, communicating with the greater school administration, coordinating fundraising efforts, coordinating recruitment for new students, engaging community partners, planning field trips, and supervising the overall operational aspects of GSA.

**D. Professional Development:**

Teachers in the Goddard Scholars Academy are granted autonomy to create their own content-rich professional development plans according to the needs of the students and faculty of the school. Teachers in the Goddard Scholars Academy have access to any professional development opportunities offered by the district or Sullivan Middle School.

## **E. District Policies and Procedures:**

### **Recruitment and Application Process**

#### ***Recruitment:***

Goddard Scholars Academy accepts 50 6<sup>th</sup> grade applicants each year. Applicants must be residents of Worcester—GSA is not a school-choice school. If a student leaves the program during the first quarter of 6th grade, that seat will be filled from the waiting list. Total enrollment for the school is 150 students, with 2 classes in each grade 6, 7 and 8.

Recruitment materials are prepared and disseminated and events will be scheduled to:

- Raise general awareness of the Goddard Scholars Academy district-wide
- Address concerns among 6<sup>th</sup> grade teachers, principals, students and caregivers

#### ***Printed Information***

A letter containing information about GSA and the application process is mailed to qualifying candidates in March of their 5th grade year. In January/February, elementary students and caregivers are invited to an Open House.

#### ***Web Presence***

Goddard Scholars Academy maintains its own website.

#### ***Expectations***

Goddard Scholars Academy is an accelerated program designed for highly motivated, high achieving students. The faculty of the GSA expects that all students will complete all classwork and homework to the best of their abilities. We expect that students will do approximately one to two hours of homework each night. If students finish their homework early, we expect that they will spend their extra time engaged in reading, independent research or other academic pursuits that will help prepare them for the rigors of high school. We expect students to maintain a grade average of 80% or higher in all subjects. If a student drops below 80% in any particular subject, he or she will arrange to get extra help from the teacher of that subject after school.

A Student Support Plan is put in place for struggling students with input from teachers, the guidance counselor, and other stakeholders, such as caregivers and the school adjustment counselor. The SSP includes goals and a date three to five weeks out to reconvene to gauge the student's progress, effort and commitment to GSA. At this time the SSP process may or may not continue. If it continues, goals will be reviewed and amended as needed.

#### ***Recruitment Events***

An Open-House is held in the winter each year. Students who accept a spot in GSA for the upcoming school year will be invited to a Google Classroom that will disseminate important information and provide students with opportunities to meet their teachers, ask questions, and get to know their future classmates.

#### ***Acceptance***

***Admittance criteria*** was updated as it was reliant upon MCAS scores.

This went through district approval.  
GSA CRITERIA - 6TH GRADE

Goddard scholars academy begins in the 6th grade. We accept 50 students to each class. Students apply to the GSA by **invitation**. Invitations to apply will be **sent** to 5th grade **Worcester residents** who received STAR Scores in both reading and mathematics that are above the 75th percentile. We will look at the district recorded 4th grade spring, 5th grade fall, and 5th grade winter scores and use the highest of those scores for each area. If a child only took one of those tests, then we will take that one score, if they only took two we will just look at the two. Once invitations are sent, applicants will be put into two tiers:

**Tier 1**

STAR scores in reading and math in the 85th percentile or better

**Tier 2**

STAR scores in reading and math in the 75th percentile or better

Selection Process:

There are a total of 50 seats available.

**Tier 1**

Students who apply will be ranked and accepted in that order. A public lottery will be used to fill the remaining seats after the ranking if needed.

**Tier 2**

In the case that we do not fill seats from tier 1 then Tier 2 will be chosen during a public lottery to fill the remaining 50 seats.

A waiting list will be created during the lottery to fill any open seats that become available through the end of the first quarter of 6th grade. Seats that become available will be filled from the ranked tier 1 waiting list if there are no students remaining it will go to lottery of tier 2. Students who commit attend to the GSA in the 6th grade will negate their opportunity to attend Hanover Academy or UPCS for middle school grades 7&8. GSA students who maintain academic qualifications will automatically be accepted in the GSA at South High for grades 9-12. GSA students entering high school may choose to apply to any program in the city, but we strongly encourage students to remain in the GSA program at South High.

***Wait List***

If a seat is vacated in the 6<sup>th</sup> grade class during the first quarter, the next student on the waitlist will be offered the seat. If this occurs during the first quarter, the students must transfer to GSA immediately. The wait list will be maintained until the end of quarter 1 in 6<sup>th</sup> grade.

***Addressing Sixth Grade Concerns***

GSA expects that elementary school teachers and principals may have some concerns about sending their students to the Goddard Scholars Academy for sixth grade rather than seventh grade. GSA works with the caregivers, executive directors, subject area liaisons, and principals to help explain the reasons why it is important for sixth grade to be included in the program. It is

GSA's belief that recruiting Goddard Scholars from the sixth grade elementary school will allow other student leaders, who may have been overshadowed by Goddard students, to rise to a higher level. GSA also seeks to initiate a way to recognize home elementary schools for the foundation they have provided to our students and those who continue in the program. Each year students write letters to elementary school teachers for Teacher Appreciation Week to express gratitude for being prepared for the rigor of GSA.

### ***Retention in the Program***

GSA also addresses the drop-out rate from the program at the high school level. All of the students who enter the GSA in the 6<sup>th</sup> grade do not graduate from the program at South High. GSA attempts to identify key reasons as to why students, who do not complete the program, choose to drop out of GSA in high school or decide to attend other secondary schools. In order to improve the retention rate in the program at the high school level, the teachers in GSA Program prepare students to manage the demands and to cope with the challenges that they will experience in high school. Incorporating the 6<sup>th</sup> grade in the program provides sufficient time to foster a sense of commitment and loyalty that will carry all of our students through 12<sup>th</sup> grade. It will also allow time to help our 8<sup>th</sup> graders transition from GSA to the independent and less sheltered high school environment.

Outreach is also made with GSA students who continue in the program at South High School providing workshops or focus groups to talk about time management and the transition to high school. Some initiatives are in place to help retain a larger percentage of the students through high school graduation.

- Multi-grade advisories will ensure that when a student arrives in grade 9, they already know some 10<sup>th</sup> and 11<sup>th</sup> graders in the program.
- Invite South High School staff to make a presentation to caregivers at GSA's Know Your School Night and Open House
- Targeted enrichment experiences in the middle school centered on health and wellness themes such as time management, study skills, and stress management will better prepare students for the less structured and more intensive high school program.
- Coordinate events with the guidance department at South High School to participate in college fairs, college acceptance days, and band concerts

### ***Enrollment***

The student body is recruited from Worcester Public elementary schools students, who are residents of the City of Worcester. In order to provide equitable access to the program, the Goddard Scholars Academy seeks district support and cooperation from District Administration in recruiting new students through web support and other outreach initiatives.

- Fifty sixth grade students will be recruited for each school year
- Any open seats will be filled from the waitlist until the end of quarter 1 in 6<sup>th</sup> grade

### ***Homework Policy***

GSA students can expect a minimum of 60 minutes of homework each night.



### ***Code of Conduct***

Students admitted to the Goddard Scholars Academy are expected to maintain a high level of appropriate behavior and conduct in and outside of school. GSA also follows Sullivan Middle School's implementation of the PBIS Behavioral Norms, which emphasizes the Three Rs: Respectful, Responsible, and Ready to Learn and requires a commitment to high behavioral expectations for all students.

### ***Leadership***

The Department Head provides the day-to-day administration of the school and works with the principal to oversee the implementation of the innovation plan. Each faculty member is accountable for at least one area of responsibility regarding the operations of GSA in addition to their course load. Teachers follow protocols for decision-making in the Goddard Scholars Academy as a way to establish a professional and collaborative culture.

The Goddard Scholars Academy depends on the administration of Sullivan Middle School for severe disciplinary intervention, support of implementation of the innovation plan, staffing issues, supervision before and after school, when classes are not in session, and during lunch.

### ***Staff Performance Evaluation***

Goddard Scholars Academy uses the established Worcester Public Schools performance evaluation process and forms for all WPS employees. Staff engages in peer observation and learning walks-through on a regular basis. This data is not part of any staff member's evaluation conducted by the principal or his/her designee.

### ***Promotion and Graduation Standards***

GSA follows the promotion and graduation guidelines set by the WPS.

### ***Caregiver Involvement***

The GSA creates an environment and structure that fosters an increase in family involvement and presence in carrying out academic, social and emotional goals and practices of the school. This structure also creates a pattern of family involvement that is sustainable over time.

By providing a structure with a variety of options for involvement, caregivers will find a role that will fit their comfort level and availability. Many of these opportunities will directly impact the child's school environment, thus providing the opportunity for caregivers, teachers and students to establish relationships extending beyond the classroom to ensure academic success in the classroom.

Communication with caregivers is on-going and regular through newsletters, email, the GSA website, phone calls, Google Meets, student-teacher-caregiver conferences, and Google Classroom.

**F. Budget**

Goddard Scholars Academy operates on a cost neutral basis with regard to the district. Goddard Scholars Academy shares resources of the larger school (Sullivan Middle School), but seeks budget autonomy with regard to the per pupil allocation. The amount appropriated to the GSA is used for supplies and instructional material for GSA.

Operation of the physical plant and access to supportive services such as Health Services via the school nurse and health center, professional development initiatives, guidance, library services, gym, access to the adjustment counselor, data collection and dissemination, and administrative support for behavioral issues, teacher evaluation, technology support, web support, use of computer labs, use of copy machines, transportation, cafeteria services are maintained by Sullivan Middle School and the district.

### III. Capacity of Current Faculty

The current faculty of GSA consists of the current teachers, who are committed to the mission and vision of GSA. The group's capacity to make the school a success stems from teaching experience, a commitment to professional collaboration, and a collective desire to improve the GSA students' academic performance so they will reach their full potential.

The current faculty is as follows:

Michele Fulk, M.Ed. has been a science and math teacher at Sullivan for the past twenty-three years, nineteen of which in GSA. Michele brings a wealth of experience as a scientist and a mathematician to the classroom. Michele's knowledge of technology and web design is an asset to the GSA.

David Crompton, M.Ed. has been a teacher for the Worcester Public Schools for the past twenty-three years, twenty-one of which have been at Sullivan. He has been a teacher for the Goddard Scholars for the past sixteen years. For the past twelve years, he has coordinated the Model U.N. Team at Sullivan. He also brings experience in drama and debate, which enhance student instruction in public speaking.

Patricia McKeon, M.Ed. has been a science teacher for the Worcester Public Schools for the past nineteen years. A former nurse and Spanish speaker, she brings real world experience to her science classes through frequent labs and she frequently enhances the science curriculum with challenging nonfiction texts for students to read and discuss.

Marcela Villarroel, Ph. D., a native of Chile, offers students the opportunity to learn Spanish from a native speaker. Her first-hand knowledge of Spanish culture and wealth of experience provide students with an authentic exposure to speaking, listening, and writing of a foreign language. She has been a Goddard Scholars teacher for the past eleven years. Her ability to speak Spanish fluently is important in communicating with caregivers.

Greg James, M.Ed/M.B.A., a career changer from Higher Ed project management to B2B Client Services, before entering his middle school teaching career 14 years ago, brings a wealth of life experiences from his professional fields, combining it with an innovative pedagogical approach to 8th grade Civics and 6th grade English Language Arts. He utilizes critical thinking strategies in his classroom, integrating technology platforms into his curriculum, while highlighting the humanities, showing how literature and government structure are reflected in how historical and current events unfold, to make learning more meaningful. Mr. James has been a teacher for the Goddard Scholars Academy for the past three years.

Andrea Ostrovsky, M.Ed., a former high school history teacher, brings a high level of rigor and complexity to her classes. She leads the faculty with her broad knowledge of technology and offers her students tremendous opportunities to incorporate technology in their work. She has been a teacher for Goddard Scholars Academy for the past twelve years and currently serves as the Goddard Scholars Academy Department Head. As the GSA's Department Head, she coordinates the implementation of the plan and takes responsibility for continually moving GSA forward. She meets with the principal of Sullivan Middle for guidance in her leadership role. Her assets are organizational skills for scheduling,

establishing community partners, planning field trips, school events, writing grants, newsletters and other correspondence.

Emma Baker, M.A.T., is a 2015 graduate of Clark University's M.A.T. Program in English. She provides students with the skills they need to be successful in middle school and to be well prepared for critical reading, writing, and thinking expectations in high school. She has been a teacher for Goddard Scholars Academy for the past nine years.

Casey Preston, M.M.Ed., the Band teacher for the Goddard Scholars for one year, has been teaching for the Worcester Public Schools for the past year. In her first year as a music teacher for the district, she was a member of the Common Assessment team alongside middle school music teachers of Worcester Public Schools. Her professional experience outside of the classroom provides a real-life connection for students who are interested in pursuing music as a career or a vocation. She has been teaching at UMass Lowell, assisting with two programs: Mary Jo Leahey Symphonic Band Camp and New England Youth Wind Ensembles. She partners with South High School through vertical alignment concerts and MICCA festivals.

#### **IV. Measurable Annual Goals**

Goddard Scholars Academy maintains consistent high levels of attendance, safety and discipline, achievement in course grades, the MCAS, STAR, and progress in the areas of underperformance as specified by this proposal. The specific Measurable Annual Goals of the Innovation Plan will mirror those of the School Accountability Plan, which is available on the District website ([www.worcesterschools.org](http://www.worcesterschools.org)).

### **GSA Strategic Goals Year: 2023-24**

#### **Student Achievement: ELA**

100% of students will show improvement in ELA as demonstrated by the administration of the MCAS ELA test. No less than 75% of GSA students will show growth in their performance level. The remaining 25% will show growth to the next performance level.

100% of students will show growth in STAR reading scores.

#### *Action Steps:*

- Examine and analyze test items for patterns in student responses
- Develop a three-year scope and sequence in all core curriculum based on MA frameworks and the Common Core Standards
- Implement the collection of student work with the use of student portfolios in all subjects
- Implement use of common writing rubric
- Implement effective higher order questioning
- Consistently connect Starter questions to unit themes
- Implementation of consistent after school help offered daily
- Support the development of authentic literacy in all content areas
- Consistently provide opportunities for students to reflect on learning through evaluation of work during and after completing a significant assignment, such as a research paper, essay, or new form of writing
- Continued use of school-wide best practices: Focused Note Taking, Graphic Organizers, Common Writing Strategies and Rubrics
- Support the ELA in the development of authentic literacy lessons for all content areas

#### *Measure of Success:*

Adult Data Source: PLC Binders, PLC Minutes, feedback from formal and informal observations, instructional rounds, lesson plan feedback, department meeting notes, and CPT notes.

Student Data Source: Student STAR results, MCAS results, formative assessments, common assessments, interim, quarterly grades.

**Student Achievement: Math**

100% of students will show improvement in Math as demonstrated by the administration of the MCAS Math test. No less than 75% of GSA students will show growth in their performance level.

100% of students will show improvement in STAR math scores.

*Action Steps:*

- Examine and analyze test items for patterns in student responses
- Develop a three-year scope and sequence in all core curriculum based on MA frameworks and the Common Core Standards
- Implement the collection of student work with the use of student portfolios in all subjects
- Consistently provide opportunities for students to reflect on learning through written evaluation of work during and after completing a significant assignment, such a project or multi-skill problems.
- Implementation of consistent after school help offered Tuesday through Friday
- Focused direct instruction on vocabulary in each unit (e.g., journals, word walls, vocab quizzes)
- Monthly math department meetings to develop common curricula, best practices and assessments
- Use formative assessment training and strategies to continuously assess student performance and to adjust weekly lesson plans
- Assessments will include MCAS-type items (multiple choice, short answer, open response)

*Measure of Success:*

Adult Data Source: PLC Binders, PLC Minutes, feedback from formal and informal observations, instructional rounds, lesson plan feedback, department meeting notes, and CPT notes.

Student Data Source: Student STAR results, MCAS results, formative assessments, common assessments, interim, quarterly grades.

**Student Achievement: Science**

100% of students will show improvement in Science as demonstrated by the administration of the MCAS Science test. No less than 75% of GSA students will show growth in their performance level. The remaining 25% will show growth to the next performance level. 100% of Needs Improvement will move to Proficient and 100% of Advanced will maintain a score within this performance level. The goal is to achieve 100 cpi points in Science.

*Action Steps:*

- Examine and analyze test items for patterns in student responses
- Develop a three-year scope and sequence in all core curriculum based on MA frameworks and the Common Core Standards
- Implement the collection of student work with the use of student portfolios

- Consistently provide opportunities for students to reflect on learning through written evaluation of work during and after completing a significant assignment, such a project or multi-skill problems.
- Implementation of consistent after school help offered Tuesday through Friday
- Focused direct instruction on vocabulary in each unit (e.g., journals, word walls, vocab quizzes)
- Monthly Science department meetings to develop common curricula, best practices and assessments
- Use formative assessment training and strategies to continuously assess student performance and to adjust weekly lesson plans
- Assessments will include MCAS-type items (multiple choice, short answer, open response)

*Measure of Success:*

Adult Data Source: PLC Binders, PLC Minutes, feedback from formal and informal observations, instructional rounds, lesson plan feedback, department meeting notes, and CPT notes.

Student Data Source: Student STAR results, MCAS results, formative assessments, common assessments, interim, quarterly grades.

**Goal to reach highest achieving students:**

100% of our students will participate in three sessions of Enrichment Clusters based on students' interests, learning, and presentation styles preferences. 100% of these students will show growth in self-directed learning and in taking ownership for decision making, pacing and presentation of their projects.

*Action Steps:*

- Prepare Google Slides Presentation for students to understand Enrichment Clusters
- Offer students the opportunity to select three clusters of interest per session
- Assign approximately sixteen students to a cluster based in indicated interest
- Develop rubric for teacher assessment of each session of the clusters
- Develop a post-evaluation for students for each session of clusters
- Teacher Facilitators serve as “guides on the side” to facilitate students taking on different roles, inviting guest speakers, providing opportunity for exposure to advances content, authentic methodologies, an authentic audience, and timelines for completion of the product
- Encourage students to work collaboratively with a small group of peers who share the same interest to ultimately create a product, service, or performance which addresses a real-world problem
- Meet with assigned students weekly to facilitate progress, guide project product or service, and to meet deadlines
- As the GSA staff changes, teachers will participate in the professional development regarding the rationale, focus, and emphasis of the School-wide Enrichment Model and Enrichment Clusters as designed by UCONN's Neag School of Gifted Education and Talent Development. During a cluster session, students keep a log to record progress and to evaluate the progress of the cluster. Teachers serve as “guides on the side” to facilitate

students taking on different roles, inviting guest speakers, and providing opportunity for exposure to advanced content, authentic methodologies, an authentic audience. and timelines for completion of the product.

*Measure of Success:*

Google Slides Presentation  
 Self-identification and student evaluation  
 Journal of Cluster meetings  
 Rubric (google form) and  
 Timeline  
 Student evaluation  
 Produce Presentation to an authentic audience

**Parent Involvement Goal:**

100% of caregivers will be involved in school-based activities, events or programming at least twice per year.

*Action Steps:*

- Create a school year calendar for GSA events in print and on-line
- Design and maintain an up-to-date database of caregivers who volunteer to help with an event, or activity and send reminders
- Communicate with caregivers via a quarterly newsletter, reporting on GSA news, outlining information about upcoming events, procedures, reminders, and expectations in print and on-line
- Communicate with caregivers about positive student behavior and achievement, as well as academic, and socio-emotional concerns
- Identify caregivers who prefer to have communication sent home in another language other than English.
- Monitor caregiver attendance at GSA events and activities
- Engage with community partners who offer services, workshops and other opportunities to GSA students
- Participate in direct and indirect services available at Sullivan Middle School

*Measure of Success:*

Adult Data Source: Sign-ins and community and caregiver participation, baseline data, CPT logs, caregiver conference logs, evidence folders

Student Data Source: Baseline data, interims and report cards

**Equitable Access Goal:**

The proportion of applications from each demographic group will approximate the representation of that subgroup in the district.

*Actions Steps:*

- Form focus groups with stakeholders targeting strategies to encourage marginalized student application to GSA
- Cease use of MCAS scores as determining eligibility for invitation to apply



- Distribute GSA information more widely to targeted community organizations.
- Create a targeted mailing to students with district cooperation to identify qualified students.
- Ongoing information meetings for all caregivers in the Worcester Schools
- Utilize Web presence.
- Provide literature in all district identified languages.

*Measure of Success:*

The number of applications from each ethnic group reported on the WooEdu student snapshot ethnic code as compared to district summary statistics.

N. Approval of Grants and other Finance Items  
Administration  
(July 12, 2023)

S.C. MEETING: 7-12-23

ITEM:

To consider approval of the City of Worcester/Worcester Jobs Fund ARPA Job Training Program grant in the amount of \$100,000. This Grant supports job training and job preparation programs designed to support City of Worcester residents.

PRIOR ACTION:

BACKUP:

Annex A (4 pages) contains the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

Approve.

RECOMMENDATION OF THE ADMINISTRATION:

Approve.

**Grant Acceptance Form**

**Name of Grant:** City of Worcester/Worcester Jobs Fund ARPA Job Training Program

**Type of Funder:** City of Worcester

**Awarded Amount:** \$100,000

**Grant Funding Period:** Upon execution through June 30, 2024

**Project Title:** Worcester Public Schools Night Life Continuing Education Diesel Tech

**Program Coordinator:** Christopher Kursonis/Ruth Seward

**Purpose:** These funds support job training and job preparation programs designed to support City of Worcester residents.

**Description of the program:** The program provides participants with both a theoretical and practical understanding of the operation, diagnosis and repair of diesel engines and prepares them for entry-level employment as a diesel technician.

**Program location:** South High Community School

**Outcomes and Measures:** Upon completion, adult learners will obtain their industry recognized Diesel Technician Certification. Participants will have a basic understanding of diesel vehicle parts and systems necessary for diagnosing and troubleshooting issues. Measures include completion of classwork and the road test.

----- Forwarded message -----

From: **Drummy, Arianna** <[DrummyA@masshirecentral.com](mailto:DrummyA@masshirecentral.com)>

Date: Fri, Jun 30, 2023 at 10:58 AM

Subject: [EXTERNAL] ARPA Job Training Decision

To: Parrillo Danielle Lea <[ParrilloD@worcesterschools.net](mailto:ParrilloD@worcesterschools.net)>, Seward Ruth A <[SewardR@worcesterschools.net](mailto:SewardR@worcesterschools.net)>

Cc: Turgeon, Jeffrey <[TurgeonJ@masshirecentral.com](mailto:TurgeonJ@masshirecentral.com)>

Hello,

Thank you for your ARPA Job Training application. Applications totaled nearly twice as much the amount of ARPA funding available, forcing difficult decisions. Based on the review and competitive scoring process we are happy to announce that your proposed program was recommended for full funding, **\$100,000**. We would like to meet in the next week to begin the program planning and contract development process. Please let us know some days and times you are available.

Thank you again and congratulations !

**Best,**

**Arianna**

Applicant	Program Nature	Average	Amount Recommended
Beautiful Souls, Inc.	US Health Insurance Domain Training	16.6	Not recommending funding
LIFT	Building Real Access for Viable Employment	19.2	Not recommending funding
Worcester Roots	Cooperative Business Training/Mentorship	23.4	\$20,000
Crash Course Creations	Automotive / Auto works training	23.6	\$40,000
Central MA Agency on Aging	Workforce training for older aged adults	26.2	\$50,000
Summit Agency	Registered Behavior Technician	26.8	\$62,000
WCAC	Weatherization Installer Training	26.75	\$50,000
Training Resources of America	Youth Build	27.4	\$50,000
Family Health Center	Community Health Worker Core Competency	27.6	\$50,000
REC	Youth Grow	28.2	\$70,000
CMSC	CDL Class A & Class B	28.4	\$85,000
Worcester Regional Chamber of Commerce	WPS-Employer Connections and Training	29.2	\$80,000
Boys and Girls Club	Job Readiness	29.8	\$50,000
Worcester Regional Food Hub (Chamber)	Launching Diverse Food Entrepreneurs	30.2	\$98,856
Family Services of Central MA (Seven Hills)	Project Flourish Child Dev Apprenticeship	31	\$100,000
Ameelio Emerge Public Benefit Corp	In-prison driver training and job readiness	31.2	\$95,000
WPS Innovation Pathways Driver's Ed	WPS Driver Education Program	31.2	\$98,328
Open Sky Community Services	Cilinal and Leadership Cohort Model	31.4	\$99,000
WPS Night Life	Night Life - Diesel Technician	34	\$100,000
		<b>Total</b>	\$1,198,184



City of Worcester, MA

Attachment B

Budget for Job Training Activities

**Applicant Name:** Worcester Night Life  
**Program Name:** Diesel Technology Training

Program Expenses	Description/Details	\$ Total Amount	% ARPA	\$ ARPA	% From Other Funding Sources	\$ Other Funding Sources	Source of Other Funding (including in-kind)
A. Administrative	Coordination of program						
	Salaries & Wages	90,000.00	43%	38,700.00	57%	51,300.00	Other program fees
	Fringe Benefits	6,300.00	43%	2,709.00	57%	3,591.00	Other program fees
	<b>Total Administrative</b>	<b>96,300.00</b>	<b>40%</b>	<b>41,409.00</b>	<b>60%</b>	<b>54,891.00</b>	Other program fees
B. Operating Expenses	Instructional Services						
	Diesel Instructor	11,000.00	100%	11,000.00	0%	-	
	Support Instructors	5,000.00	100%	5,000.00	0%	-	
	Textbook	2,800.00	50%	1,400.00	50%	1,400.00	
	Classroom Tools	20,000.00	100%	20,000.00	0%	-	
	Custodial Staff	8,800.00	100%	8,800.00	0%	-	
	Site Administrators	9,240.00	100%	9,240.00	0%	-	
	Classroom Supplies	2,000.00	58%	1,151.00	42%	849.00	Other program fees
	Advertising	1,800.00	0%	-	100%	1,800.00	Other program fees
	Recruitment services	3,000.00	0%	-	100%	3,000.00	Other program fees
	Indirect Costs	2,000.00	100%	2,000.00			
	<b>Total Operating Expenses</b>	<b>65,640.00</b>		<b>58,591.00</b>	<b>11%</b>	<b>7,049.00</b>	Other program fees
	<b>Total Program Expenses</b>	<b>161,940.00</b>		<b>100,000.00</b>		<b>61,940.00</b>	Other program fees

Estimated Number of Clients: 15

**Notes:**  
 Night Life has run a Diesel Technology Program since 2021, out of South High Community School. We have increased industry partnerships, increased student participation and improved our job placement capacity.

**\*\*\* Additional Guidance:**  
 - Excel formulas are embedded in the budget template for convenience  
 - Budget Line Items can be adjusted, edited, added as necessary to reflect the proposed program budget

N. Approval of Grants and other Finance Items  
Administration  
(July 12, 2023)

S.C. MEETING: 7-12-23

ITEM:

To consider approval of the City of Worcester/Worcester Jobs Fund ARPA Job Training Program in the amount of \$98,328. This Grant supports the Innovation Pathways Diver Education Program.

PRIOR ACTION:

BACKUP:

Annex A (4 pages) contains the Grant Acceptance Form.

RECOMMENDATION OF MAKER:

Approve.

RECOMMENDATION OF THE ADMINISTRATION:

Approve.

**Grant Acceptance Form**

**Name of Grant:** City of Worcester/Worcester Jobs Fund ARPA Job Training Program

**Type of Funder:** City of Worcester

**Awarded Amount:** \$98,328

**Grant Funding Period:** Upon execution through June 30, 2024

**Project Title:** Worcester Public Schools Driver Education Program

**Program Coordinator:** William Foley/Emily Lehman

**Purpose:** These funds support job training and job preparation programs designed to support City of Worcester residents.

**Description of the program:** Worcester Public Schools will offer the 50-hour driver education training program up to two times per school year for two years to students across the district. The WPS Driver Education Program is designed to mitigate the cost of driver's education for WPS high school students from low-income families. By covering the majority of program fees, the program seeks to remove financial barriers to driver's education for the vast majority of students.

**Program location:** Worcester Technical High School/South High Community School

**Outcomes and Measures:** Participants will obtain the knowledge and skills necessary to earn their Massachusetts passenger (Class D) license. Outcomes include completion of classroom assignments and successfully passing the road test.



----- Forwarded message -----

From: **Drummy, Arianna** <[DrummyA@masshirecentral.com](mailto:DrummyA@masshirecentral.com)>

Date: Fri, Jun 30, 2023 at 10:55 AM

Subject: [EXTERNAL] ARPA Job Training Decision

To: Parrillo Danielle Lea <[ParrilloD@worcesterschools.net](mailto:ParrilloD@worcesterschools.net)>, Lehman Emily Traynor <[LehmanE@worcesterschools.net](mailto:LehmanE@worcesterschools.net)>

Cc: Turgeon, Jeffrey <[TurgeonJ@masshirecentral.com](mailto:TurgeonJ@masshirecentral.com)>

Hello,

Thank you for your ARPA Job Training application. Applications totaled nearly twice as much the amount of ARPA funding available, forcing difficult decisions. Based on the review and competitive scoring process we are happy to announce that your proposed program was recommended for full funding, **\$98,328**. We would like to meet in the next week to begin the program planning and contract development process. Please let us know some days and times you are available. Thank you again and congratulations!

Best,

Arianna

Applicant	Program Nature	Average	Amount Recommended
Beautiful Souls, Inc.	US Health Insurance Domain Training	16.6	Not recommending funding
LIFT	Building Real Access for Viable Employment	19.2	Not recommending funding
Worcester Roots	Cooperative Business Training/Mentorship	23.4	\$20,000
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Summit Agency	Registered Behavior Technician	26.8	\$62,000
WCAC	Weatherization Installer Training	26.75	\$50,000
Training Resources of America	Youth Build	27.4	\$50,000
Family Health Center	Community Health Worker Core Competency	27.6	\$50,000
REC	Youth Grow	28.2	\$70,000
CMSC	CDL Class A & Class B	28.4	\$85,000
Worcester Regional Chamber of Commerce	WPS-Employer Connections and Training	29.2	\$80,000
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Family Services of Central MA (Seven Hills)	Project Flourish Child Dev Apprenticeship	31	\$100,000
Ameelio Emerge Public Benefit Corp	In-prison driver training and job readiness	31.2	\$95,000
WPS Innovation Pathways Driver's Ed	WPS Driver Education Program	31.2	\$98,328
Open Sky Community Services	Cilinal and Leadership Cohort Model	31.4	\$99,000
WPS Night Life	Night Life - Diesel Technician	34	\$100,000
		<b>Total</b>	\$1,198,184



# City of Worcester, MA

## Attachment B

### Budget for Job Training Activities

**Applicant Name: Worcester Public Schools**

**Program Name: WPS Driver Education Program**

Program Expenses	Description/Details	\$ Total Amount	% ARPA	\$ ARPA	% From Other Funding Sources	\$ Other Funding Sources	Source of Other Funding (including in-kind)
A. Administrative							
Salaries & Wages	Afterschool Site Administration (150 hrs @ \$42/hr)	6,300.00	100%	6,300.00	0%		
	Program Coordination & Student Recruitment (200 hrs @ \$42/hr)	8,400.00	100%	8,400.00	0%		
	Fringe Benefits	-	#DIV/0!	-	#DIV/0!		
<b>Total Administrative</b>		<b>14,700.00</b>	<b>100%</b>	<b>14,700.00</b>	<b>0%</b>		
B. Operating Expenses							
	Program Fees (\$775/participant)	77,500.00	100%	77,500.00	0%		
	Classroom Rental Fees (\$1050/class)	4,200.00	100%	4,200.00	0%		
	Indirect Cost (2%)	1,928.00	100%	1,928.00			
<b>Total Operating Expenses</b>		<b>83,628.00</b>	<b>100%</b>	<b>83,628.00</b>	<b>0%</b>		
<b>Total Program Expenses</b>		<b>98,328.00</b>	<b>100%</b>	<b>98,328.00</b>	<b>0%</b>	-	

Estimated Number of Clients: 100

**Notes:**

**\*\*\*Additional Guidance:**

- Excel formulas are embedded in the budget template for convenience
- Budget Line Items can be adjusted, edited, added as necessary to reflect the proposed program budget

O. General Business  
Administration  
(June 27, 2023)

ITEM: gb 3-176  
S.C. MEETING: 7-20-23

ITEM:

To consider approval of the Job Description for the VoIP System Administrator position; position approved in the FY24 Budget.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the Job Description for the VoIP System Administrator position; position approved in the FY24 Budget.

RECOMMENDATION OF MAKER:

Approve.

RECOMMENDATION OF THE ADMINISTRATION:

Approve.

**SUBJECT:** VoIP System Administrator

**REPORTS TO:** Network Systems Engineer

**ACCOUNTABILITY OBJECTIVE:**

This position is responsible for the Worcester Public Schools VoIP phone system reporting to the Network Systems Engineer. This position will be responsible for the day to day operations, maintenance, upgrades and future expansion of VoIP infrastructure for a large enterprise comprising 50 locations with thousands of endpoints servicing both school/classroom environments as well as administration buildings.

**AREAS OF RESPONSIBILITIES:**

- Meeting with IT managers to determine the company's networking needs.
- Analyzing existing VoIP networks and computer systems.
- Developing architecture plans for voice and data services including but not limited to analog, PRI T1's, SIP technology and video conferencing technologies.
- Installing network hardware modules including IP and PBX communication servers, endpoints and VoIP/SIP routing devices.
- Designing and implementing Mitel voice systems.
- Troubleshooting VoIP/SIP network issues.
- Analyzing and upgrading VoIP security systems and protocols.
- Working with 3rd party vendors and building staff to insure installation, configurations, expansions and troubleshooting outages.
- Training staff on phone, voicemail, and software operations.

**REQUIRED QUALIFICATIONS:**

- Previous experience working as a VoIP network engineer is highly desired.
- In-depth knowledge of VoIP systems, IP Protocols, LAN/WAN/VLAN topologies, PRI & SIP communications Protocols.
- Good project management skills.
- Excellent troubleshooting skills.
- Advanced written and verbal communication skills.
- Proficient understanding of TCP/IP and Ethernet Networking and Routing principals.
- Ability to troubleshoot network communication issues and suggest appropriate solutions.
- Ability to research software and hardware related issues to resolution
- Excellent people skills
- Good communicator
- Ability to work with all levels of staff
- Ability to handle multiple projects simultaneously
- Reliable transportation and valid driver's license
- Ability to lift at least 40 pounds

**PREFERRED QUALIFICATIONS:**

- Experience in designing and implementing large scale VoIP infrastructures.
- Experience in designing and implementing large scale SIP communications.

- Experience working with Mitel Director and ShoreTel/Mitel phones

**WORK YEAR:** Full year, 52 week

**SALARY:** \$29/hr to \$36/hr

O. General Business  
Administration  
(June 27, 2023)

ITEM: gb 3-177  
S.C. MEETING: 7-20-23

ITEM:

To consider approval of the Job Description for the VoIP IT Technician position; position approved in the FY24 Budget.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the Job Description for the VoIP IT Technician position; position approved in the FY24 Budget.

RECOMMENDATION OF MAKER:

Approve.

RECOMMENDATION OF THE ADMINISTRATION:

Approve.

**SUBJECT:** VoIP IT Technician

**REPORTS TO:** VoIP System Administrator

**ACCOUNTABILITY OBJECTIVE:**

This position is responsible for assisting the VoIP System Administrator with the day to day operations, maintenance, upgrades and future expansion of VoIP infrastructure for a large enterprise comprising 50 locations with thousands of endpoints servicing both school/classroom environments as well as administration buildings.

**AREAS OF RESPONSIBILITIES:**

- VoIP basic user and phone configuration.
- Monitor VoIP system for outages and issues.
- Visit school and administration sites to troubleshoot, diagnose, and repair or replace phones as necessary.
- Provide assistance with end user requests for system changes such as hunt groups, voicemail resets, menu tree setup and modification.
- Provide basic user in-person training on how to use the phone and voicemail.
- Create training documentation for end users to reference.
- Assist with roll-out of new sites as the district expands VOIP to new locations.
- Troubleshoot basic networking issues such as IP lease, network jack activity, LAN and WAN connectivity.
- Keep an accurate inventory of VoIP phone locations
- Assist with e911 setup, configuration, testing and maintenance.
- Apply software updates to phones and other equipment with the oversight of the VoIP Systems Admin
- Wide Area and Local Area Network performance and availability monitoring
- Communicate complex information effectively verbally or in-writing.
- Promote team building and a positive work environment
- Adapt easily to work assignments, additional priorities, and new procedures
- Receive constructive criticism and modify work appropriately
- Prioritize and identify needs and solve problems independently as appropriate
- Suggest procedural improvements to supervisor as appropriate
- Skillfully handle difficult situations using good judgment
- Any other duties as necessary



**REQUIRED QUALIFICATIONS:**

- Demonstrated ability with end users to solve IT issues.
- Demonstrated ability to create training materials.
- Proficient understanding of TCP/IP and Ethernet Networking and Routing principles.
- Ability to troubleshoot network communication issues and suggest appropriate solutions.
- Ability to research software and hardware related issues to resolution
- Excellent people skills
- Good communicator
- Ability to work with all levels of staff
- Ability to handle multiple projects simultaneously
- Reliable transportation and valid driver's license
- Ability to lift at least 40 pounds

**PREFERRED QUALIFICATIONS:**

- Working knowledge of Mitel VoIP hardware.
- Experience setting up and configuring VoIP phones
- Basic familiarity with PRIs and SIP trunks

**WORK YEAR:** Full year, 52 week

**SALARY:** \$25.65/hr to \$35.15/hr

O. General Business  
Petty  
(June 14, 2023)

ITEM: gb 3-178  
S.C. MEETING: 7-20-23

ITEM:

To conduct an evaluation of the Superintendent for the 2022-23 school year.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business  
O'Connell Novick  
(July 5, 2023)

ITEM: gb 3-179  
S.C. MEETING: 7-20-23

ITEM:

To send in public comment supporting the Massachusetts draft health and physical education standards before August 28.

PRIOR ACTION:

BACKUP:

Annex A (3 pages) contains the Draft Health and Physical Education Framework Goes Out for Public Comment Press Release.

RECOMMENDATION OF MAKER:

Refer to the Standing Committee Teaching, Learning, and Student Supports.

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.

A message from the  
Massachusetts Department of  
Elementary and Secondary Education

[View this email in your browser](#)

June 28, 2023



# PRESS RELEASE

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**For immediate release**

**Wednesday, June 28, 2023**

**Contact: Jacqueline Reis 781-338-3115**

## **Draft Health and Physical Education Framework Goes Out for Public Comment**

*Department to collect feedback for 60 days*

MALDEN – The Board of Elementary and Secondary Education unanimously voted yesterday to send a draft updated health and physical education framework out for public comment, the next step in updating guidelines that have been in place since 1999.

The [draft updated framework](#) outlines standards for what a comprehensive health and physical education program should include: mental and emotional health; personal safety, including safety from gun violence; physical health and hygiene; healthy relationships, including safety from dating violence; nutrition and balanced eating; physical activity and fitness; substance use and misuse; gender, sexual orientation, and sexual health; and public, community, and environmental health.

The Board voted to collect feedback on the framework over the next 60 days.

“Districts have been waiting a long time for an updated health and physical education framework, and I’m excited to see the draft move on to the next step in the process,” said Education Secretary Patrick Tutwiler. “I’m grateful to everyone at DESE and all the educators and experts who contributed to this draft, and we welcome the public’s feedback on it. Together, we can craft nation-leading guidelines for health, well-being, and physical fitness.”

“I’m pleased to send this updated draft out for public comment,” said Board Chair Katherine Craven. “This is a chance for additional Massachusetts educators, parents, students, and community members to review the draft

The Department of Elementary and Secondary Education, educators, and health experts began the process of revising the framework several years ago, ultimately leading to the draft shared last week. The public comment period is a chance for anyone interested to weigh in.

“Updating frameworks is a process that incorporates the knowledge of educators, content experts, and the community, and I’m glad to see this draft move forward,” said Elementary and Secondary Education Commissioner Jeffrey C. Riley. “As we do with other content area frameworks, we will gather feedback during this public comment period and will review the draft before bringing it back to the Board for a vote.”

On June 21, the [Healey-Driscoll administration announced the draft updated framework](#), which is LGBTQ+ inclusive, medically accurate and developmentally- and age-appropriate.

State law ([G.L. c. 71, § 1](#) and [G.L. c. 71, § 3](#)) requires all public schools to teach health education and physical education, but school districts have discretion to determine how standards are implemented at the local level, including what curriculum and materials they will use.

State law ([G.L. c. 71, § 32A](#)) gives parents the right to opt out their children from lessons related to sex education, a small portion of the knowledge covered in this framework.

The draft framework is available here:

<https://www.doe.mass.edu/frameworks/health/2023-07-health-draft.pdf>, and additional information is available in [this Board memo](#) (*download*) and in [this document about the framework’s organization and scope](#) (*download*).

Interested educators, parents, students, and members of the public can submit comments on the draft via this survey <https://survey.alchemer.com/s3/6646350/Comprehensive-Health-and-Physical-Education-Framework-Public-Comment>, by emailing [chpef@mass.gov](mailto:chpef@mass.gov) or by mailing written comment to Kristen McKinnon, Assistant Director, Office of Student and Family Support, Department of Elementary and Secondary Education, 75 Pleasant St., Malden 02148. The public comment period will end on Monday, August 28.

###



MASSACHUSETTS  
Department of Elementary  
and Secondary Education

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Superintendents, assistant superintendents, principals, and charter school leaders will receive the update automatically. For others wishing to receive this update, [please subscribe](#)

Want to change how you receive these emails?  
You can [update your preferences](#) or [unsubscribe from this list](#)



O. General Business  
O'Connell Novick  
(July 8, 2023)

ITEM: gb 3-180  
S.C. MEETING: 7-20-23

ITEM:

Request the Vice-Chair conduct the election of the School Committee student member ex officio member after, and only after, \*all\* members of the Student Advisory Council are elected by their respective schools as per rule 54 of the Worcester School Committee; Further, request Vice-Chair conduct a random draw of Student Advisory Council members for School Committee mentors, so as to ensure the continued work of the Committee in representing all students in the district.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:

O. General Business  
O'Connell Novick  
(July 8, 2023)

ITEM: gb 3-181  
S.C. MEETING: 7-20-23

ITEM:

To consider conducting a self-evaluation of the School Committee as outlined by policy BAA in concert with the setting of 2023-24 goals for the superintendent.

PRIOR ACTION:

BACKUP:

Annex A (6 pages) contains BBA-E - SCHOOL COMMITTEE POWERS AND DUTIES.

<http://z2policy.ctspublish.com/masc/browse/worcesterset/worcester/BBA-E>

Annex B (1 page) contains BAA - EVALUATION OF SCHOOL COMMITTEE OPERATIONAL PROCEDURES.

<http://z2policy.ctspublish.com/masc/browse/worcesterset/worcester/BAA>

RECOMMENDATION OF MAKER:

RECOMMENDATION OF THE ADMINISTRATION:



1. At all meetings of the School Committee, four (4) members shall constitute a quorum for the transaction of business.

DUTIES AND POWERS OF THE CHAIR

2. The School Committee shall consist of the Mayor, who shall be the Chair, and six (6) members. The six (6) members other than the Mayor shall be elected-at-large for terms of two (2) years each by plurality voting. The biennial election shall take place in every odd numbered year.

3. A Vice-Chair shall be chosen at the meeting in January of the year ensuing, from the members of the School Committee by a viva voice vote, each member present answering to his/her name of the person for whom he/she votes. The Clerk or other proper officer shall record every such vote.

4. The seats of the members, with the exception of the Chair, should be numbered and determined by lottery and they may not be changed unless by permission of the Chair.

5. The Mayor shall be Chair of the City Council and Chair of the School Committee. He/she shall have no power to veto but shall have the same powers as any other member of either such body to vote upon all measures coming before it.

6. The Chair shall call the School Committee to order at the time appointed for the meeting and shall preside and cause the records of the last regular meeting and subsequent special meetings to be presented or read, and if they are found correct, the School Committee shall declare them approved. The Clerk of the School Committee shall create and maintain an accurate record of all meetings of the School Committee and all of its committees, including executive sessions, setting forth the date, time and place, the members present or absent and a summary of the discussions on each subject. The record shall include all documents and other exhibits, such as photographs, recordings or maps, used by the School Committee or any committee thereof at any open session or executive session.

7. The Chair shall sign all diplomas awarded in all schools and shall co-sign all contracts entered into and signed by the Worcester School Department.

8. The Vice-Chair shall perform the duties, except the co-signing of contracts, unless authorized by the Mayor, or the Chair in his/her absence and shall sign all diplomas awarded in all schools.

9. No member of the School Committee, including the Chair, shall exercise authority outside of Committee meetings nor exercise any administrative responsibility with respect to the schools unless such authority has been specifically delegated to him/her by statute or is consistent with state statutes

10. The School Committee by its vote or as individual members of the School Committee shall deal with any School Department employee through the Superintendent, its executive officer, who under the general direction of the Committee, is charged with the care and supervision of the public schools. Individual School Committee members may deal with School Department employees, without notice to the Superintendent, concerning day-to-day matters of a routine nature regarding the administration of the school system, as long as such dealings would not cause any disruption in the course of the performance of that employee's duties. In those situations where the definition of "routine" is in question, that issue may be resolved by the Superintendent.

11. The Chair shall have the power to open the session at the time the School Committee is to meet, by taking the Chair, and calling the members to order; to announce the business in the order in which it is to be acted upon; to recognize members entitled to the floor; to state and to put to vote all questions which are regularly moved and to announce the result of the vote; to enforce on all occasions the observance of order and decorum among the members; deciding all questions of order (subject to an appeal to the committee by any member who submits the question to the entire School Committee). The Chair cannot close debate unless by two-thirds (2/3) vote of the members of the School Committee present.

12. The Chair shall observe the following procedures in conducting the meetings:

- a. recognizing members in order of request to be heard
- b. acting upon the motion on the floor before other motions are entertained
- c. discouraging argumentative and repetitive discussion
- d. relinquishing the Chair when desiring to engage in discussion or debate of the agenda item

13. When a question is under debate the Chair shall receive no motion but:

- to refer
- to hold to a certain day/indefinitely
- to allow debate to continue on a motion to hold
- to amend

14. As a matter of protocol, the Chair while presiding at regular School Committee meetings shall be seated between and flanked by the Superintendent and the Clerk of the School Committee.

### RIGHTS AND DUTIES OF MEMBERS

15. Every member, when about to speak, shall respectfully address the Chair, and wait until He/she is recognized, shall confine him/herself to the question under debate and avoid personalities, and speak for no more than five (5) minutes except with the consent by majority vote of the School Committee (excluding Committee reports). Discussion on a single subject at a School Committee meeting will be limited to one hour or until each School Committee member who wishes to speak is given an opportunity to do so.

16. No member speaking shall be interrupted by another, but by calling to order for explanation.

17. Motions shall be carefully worded to avoid confusion and more complicated motions shall be written and submitted to the Clerk to insure that all motions are clearly understood.

18. Agenda items filed by School Committee members shall be concise and specific, shall contain no redundant verbiage or opinions or conclusions and should be worded to avoid confusion.

19. Any member present must vote either "Yea", "Nay" or abstain from voting due to a conflict of interest in which case he/she shall state the nature of the conflict under Chapter 268A of the Massachusetts General Laws.

20. Motions requiring a two-thirds (2/3) vote and a roll call of the members of the Committee present shall be as follows:

- a. amend, repeal, rescind or annul any part of the By-Laws or Rules of Order (It also requires previous notice.)
- b. suspend the Rules
- c. move the question
- d. rescind previous vote
- e. limit or extend one's limit of debate

21. Any action voted by the School Committee shall be effective 48 hours after said meeting.

22. No action of the School Committee shall be reconsidered unless the motion to reconsider is made within forty-eight (48) hours of the date the vote to be reconsidered was taken, excluding legal holidays, Saturdays and Sundays, with the Clerk of the School Committee. The motion for reconsideration can be made during the meeting at which the action to be reconsidered was taken provided that the motion to reconsider is approved by two-thirds of the members of the School Committee who are present. The reason for reconsideration must be included as part of the backup with the caveat that the entire item would be open for discussion.

23. An item to be reconsidered shall be the first item on the agenda for action at the next regular meeting. The motion cannot be postponed, amended or referred to Committee.

24. Items to be reconsidered or held concerning personnel or organizational patterns shall be reconsidered or acted upon within two (2) weeks of the date of the vote to be reconsidered or held was to be taken.

25. No more than one (1) motion for reconsideration of any vote shall be entertained.

26. No member of the School Committee shall vote on any question or serve on any committee where his/her private interest is immediately concerned or where a conflict of interest exists as defined by state statutes and/or judicial interpretation.

No Mayor or member of the City Council or School Committee and no Officer or employee of the City shall directly or indirectly make a contract with the City, or receive any commission, discount, bonus, gift, contribution, or benefit from, or any share in, the profits of any person making or performing such contract, unless the Mayor, such member, officer or employee, immediately upon learning of the existence of such contract, or that such contract is proposed, shall notify in writing the Mayor, City Council or School Committee of the nature of his/her interest in such contract, and shall abstain from doing any official act on behalf of the City in reference thereto. In case of such interest on the part of an officer whose duty it is to sign such contract on behalf of the City, the contract may be signed by the Vice-Chair or any other officer of the City duly authorized thereto by the Mayor, provided, that when a contractor with the City is a corporation or a voluntary stock association, the ownership of less than five (5) percent of the stock or shares actually issued shall not be considered as involving an interest in the contract within the meaning of this section, and such ownership shall not affect the validity of the contract, unless the owner of such stock or shares, is also an officer or agent of the corporation or association, or solicits or takes part in the making of the contract.

A violation of any provision of this section shall render the contract in respect to which such violation occurs, voidable at the option of the City. A person violating the provisions of this section shall be punished by a fine of not more than one thousand dollars (\$1,000) or by imprisonment for not more than one (1) year, or both.

Annex A

27. All School Committee meetings shall terminate no later than midnight. Items that are still pending action at that time shall be carried forward as the "First Items of Business" at the next regular or special School Committee meeting.
28. When an item is filed by a member of the School Committee and that item is to be referred either to a Standing Committee, Special/Ad-Hoc Committee or the School Administration, debate will be limited to opposition, amendment, clarification or supplementation of a motion except for the member who filed the item who, in addition to the debate, may also introduce the item.
29. The Clerk of the School Committee will e-mail, on the Wednesday prior to each Friday delivery, copies of the items for each agenda with the names of the makers on them. The School Committee members will then complete a form by checking off the items that they wish to co-sponsor and forward it back to the Clerk of the School Committee on or before Noon on the Thursday prior to each Friday delivery.

### COMMUNICATIONS AND COMMITTEES

30. All items, petitions or remonstrances addressed to the School Committee shall be filed with the Clerk and presented by the Chair or by a member in his/her place who may explain the subject thereof. No action shall be taken by the School Committee or one of its Committees on any petition unless the principal petitioner of any petition before the School Committee shall be notified that his/her petition is to be heard and/or final action is to be taken by the School Committee. Reports may be referred to the proper Standing Committee for discussion and recommendation before presenting the reports by a Standing Committee to the full School Committee.
31. All Committees shall be appointed by the Chair unless otherwise ordered by the School Committee. Each School Committee member shall serve on no less than two standing committees. The member first named shall be Chair. A majority of each Committee shall constitute a quorum. All reports made by Committees to the School Committee shall be presented by the Standing Committee Chair. No report of business and items voted shall be made to the School Committee unless agreed to in Committee actually assembled and approved by vote of majority of the members of the Standing/Special Committee. Minority reports may be given by members of the Standing Committee as long as the issues raised were discussed in the Standing Committee.
32. There shall be appointed Standing Committees of the School Committee as follows:
- a. School and Student Performance
  - b. Finance and Operations
  - c. Governance and Employee Issues
  - d. Teaching, Learning and Student Supports
33. Each Committee shall consist of no less than three (3) School Committee Members.
34. If an item is referred to a Standing Committee and has no action for two consecutive Standing Committee meetings of the Standing Committee, the maker of the original item has the option to request the Clerk of the School Committee to return the item to the full committee.
35. The principal petitioner of any petition to be heard by a Standing Committee of the School Committee must be notified of the date, time and place at which his/her petition is to be heard. No petition may be voted by a Standing Committee of the School Committee unless the principal petitioner has been notified as specified above.

### VACANCIES ON APPOINTED COMMITTEES

36. Whenever a vacancy occurs among School Committee Officers, or in any Committee, the same shall be filled by election or appointment in the same manner and by the authority which first elected the officer or appointed the Committee.
37. When an order, resolution, item or petition relates to a subject which may properly be examined and reported upon by a Standing Committee of the School Committee, such order, resolution, item or petition shall upon presentation be referred to such Committee.
38. All petitions, communications, items or any matter before the School Committee may be referred as follows:
- a. to a Standing Committee of the School Committee
  - b. to a Special Committee of the School Committee
  - c. to the Superintendent/Administration

39. All items referred to Administration for study and communication shall include in the item a suggested date for a report back to the full Committee. The length of time allowed for the study shall be determined by its complexity. The Committee shall be aware of the limited time available for study items during budget preparation and hearing months. The direction, scope and ~~intent~~ <sup>intent</sup> to the study shall be specific.

40. On occasion, when there are items of interest involving participation by guests, residents and/or non-residents or groups in the audience, items may be brought forward early in the meeting.

41. A petition, resolution, order, communication or other matter acted upon unfavorably by the School Committee including placing on file such petition, order, or other matter or the substance thereof, shall not again be docketed on the School Committee Calendar for consideration by the School Committee within a period of three (3) months of such unfavorable action unless previously authorized by two-thirds (2/3) vote of the School Committee Members present.

## MEETINGS

42. Regularly scheduled meetings may be of two (2) kinds: business and/or educational. The meeting may be held for the purpose of reviewing and evaluating the School program, or the development and discussion of policy, and may be held at various schools throughout the City.

43. Special meetings or emergency meetings may be called by the Chair of the Committee, or in his/her absence or disability by the Vice-Chair, by three (3) members collectively, in the event that the Chair fails to act, upon due notice as specified in the By-Laws. Ordinarily no business shall be transacted except that for which the meeting is called. For special meetings, at least forty-eight (48) hours notice must be given in accordance with the Open Meeting Law, G.L. c. 30A §§ 18-25.

44. Recessed/adjourned meetings shall serve as a continuation of a regular meeting, and not as a special or called meeting.

45. The minutes of any open session, whether approved or in draft form, shall be made available upon request by any person within ten (10) days of the request to the extent required by subsection 22(e) of the Open Meeting Law, G.L. c. 30A §§ 18-25.

The minutes of any executive session, the notes, recordings or other materials used in the preparation of such minutes and all documents and exhibits used at the session, shall be withheld from public disclosure to the extent provided by subsection 22(f) of the Open Meeting Law, G.L. c. 30A §§ 18-25.

The Mayor shall, at reasonable intervals or as otherwise required by subsection 22(g)(2) of the Open Meeting Law, G.L. c. 30A §§ 18-25, review any previously unreleased minutes of all executive sessions and determine whether continued non-disclosure under the Open Meeting Law is warranted. In conducting this review the Mayor may seek the advice and assistance of the Superintendent, Clerk of the School Committee, the City Manager or City Solicitor. The Mayor shall file a report containing such determinations at the next regular meeting of the School Committee.

46. All meetings of the School Committee shall be open to the public except for executive sessions as described below:

Executive sessions shall be held in accordance with the provisions of the General Laws of Massachusetts, Chapter 30A §§ 18-25.

No executive session shall be held until the School Committee has first convened in open session for which notice has been duly given, a majority of the members have voted to go into executive session, and the vote of each member is recorded on a roll call vote and entered into the minutes, the Chair has cited the purpose for an executive session, and the Chair has stated before the executive session if the School Committee will reconvene after the executive session.

47. Regular meetings of the School Committee shall be held on the first Thursday and the third Thursday of the month and shall convene at 7:00 p.m., at a place so designated on the School Committee Agenda of business, unless by a majority vote, the School Committee determines another day, time and/or place.

48. If a School Committee Meeting is scheduled during a school vacation period, it will be postponed to the following Thursday.

49. During the months of July and August, meetings will be held as follows:

July meeting:	third Thursday in July
August meeting:	Thursday prior to the opening of school

50. The School Committee shall conduct a public hearing relative to the Minority Deisolation Plan at its first meeting in December each year. At the hearing, the School Committee will review the results concerning the implementation of the plan and will make the necessary changes in an effort to maintain the correct minority/majority percent at each school. The School Committee will vote the revised plans for the schools that require changes and any other amendments necessary prior to the opening of school.

51. Individuals shall have an opportunity to be heard at a meeting of the School Committee in regard to any matter considered thereat; the time allowed for each person shall be limited to five (5) minutes unless the Chair, with the approval of the School Committee, suspends the rules.

Annex A

52. The conduct of meetings of the business of the School Committee shall be in accordance with the laws of the State, and except as otherwise provided in accordance with the rules of parliamentary practice laid down in Robert's Rules of Order.

### SPECIAL MEETINGS

53. An item not on the calendar of a special meeting shall not be considered nor acted upon.

### ADJOURNED MEETINGS

54. The School Committee may recess/adjourn any regular or recessed/adjourned regular meeting to a time and place specified in the order of recess/adjournment. Less than a quorum may so recess/adjourn from time to time. If all members are absent from any regular or recessed/adjourned regular meeting, the Clerk of the School Committee may declare the meeting recessed/adjourned to a stated time and place, and he/she shall cause a written notice of the recess/adjournment to be given. When a regular or recessed/adjourned regular meeting is recessed/adjourned, the resulting recessed/adjourned regular meeting, is a regular meeting for all purposes.

55. Any hearing being held, or noticed or ordered to be held, by the School Committee at any meeting, may, by order or notice of continuance, be continued or reconvened to any subsequent meeting of the School Committee provided, that if the hearing is continued to a time less than twenty-four (24) hours after the time specified in the order of hearing, notice shall be posted immediately following the meeting at which the order or declaration of continuance was adopted or made.

56. At every regular meeting of the School Committee the order of business shall be as follows:

- Call to Order - Statement of Purpose of Meeting
- Invocation, Pledge of Allegiance, National Anthem
- Roll Call
- Approval of Records
- Motion for Reconsideration
- Immediate Action
- Communications and Petitions
- Reports of Standing Committees
- Personnel
- Report of the Superintendent
- General Business
- Adjournment

57. An agenda of business shall be prepared on the Thursday prior to the meeting and sent or delivered to each Member of the School Committee the following day. All items of whatever description, including Standing Committee reports which may require action by the School Committee, shall be presented to the Clerk no later than 12 noon on the Wednesday in the week preceding the Thursday meeting. Papers or items presented after that hour on such day will not be considered until the next meeting except as follows:

A supplemental agenda may be prepared following the completion of the regular agenda if the item is of an emergency nature which requires the immediate attention of the School Committee and the item must carry an explanation of the emergency addressed. The Clerk shall prepare a list of all matters in the supplemental agenda to come before the School Committee and shall endeavor to deliver to each School Committee member a copy of the same no later than twenty-four (24) hours prior to said meeting; or,

An item not on the calendar of the regular meeting may be brought up during such meeting only with the consent of two-thirds (2/3) of the members of the School Committee present and then only for: 1) routine items introduced for referral to any committee or the Superintendent/Administration; or, 2) items introduced for immediate and final action for which time is of the essence.

### CITIZEN PARTICIPATION

58. The citizens and employees of the City shall have a reasonable opportunity to be heard regarding any matter presently under consideration by the School Committee. It will be the responsibility of the chair, as guided by the rules established by the School Committee, to determine citizen participation.

59. All petitions filed, by a citizen, with the School Committee will be heard by the School Committee if requested by the petitioner. That individual will be given up to five minutes to address the committee and may not make a presentation on more than one petition at any single School Committee meeting. The petition, unless approved or filed, will then be referred without debate to the proper standing committee, the administration or other appropriate individual or body for investigation, recommendation or disposition except for clarification, amendment, supplementation or opposition by members of the School Committee. The Clerk of the School Committee, in preparation of the school committee agenda, shall note the recommendation on the agenda. Whenever possible, the

body or the individual to whom the petition was referred will make every reasonable effort to complete its work on the petition within sixty (60) days.

Annex A

60. In those instances where the referral of a petition shall, by its referral, cause to render the petition moot, the School Committee shall allow only the primary petitioner the opportunity to address the School Committee. It shall be the duty of the chair to determine such instances subject to the challenge of the School Committee. Consistent with other School Committee rules the time for that presentation shall not exceed five (5) minutes.

Once a citizen has been given the opportunity to address the School Committee, members of the School Committee will be allowed to speak guided by the rules of the School Committee governing School Committee participation.

61. On any matter being considered for final disposition by the School Committee, any citizen shall have the opportunity to address the School Committee. Consistent with other School Committee rules the time for that presentation shall not exceed five (5) minutes. When speaking, a citizen shall address all his or her remarks to the chair. He or she shall be requested to state his or her name and residential address prior to addressing the issue under consideration.

62. On all matters appearing on the agenda of the School Committee that will be referred to a standing committee or the administration for investigation, recommendations or disposition and which will, at some subsequent time, appear on the agenda of the School Committee for final disposition, debate will be limited to members of the School Committee and the administration.

63. Any individual, except attorneys at law, appearing before the School Committee and claiming to represent another as agent or otherwise in the matter being heard shall file with the School Committee a written authorization signed by the individual, organization or corporation whose interests such individual represents. Said individual will be given the opportunity to address the School Committee consistent with the rules established in this section.

64. No person will be admitted within the rail in the City Council Chamber at any meeting of the School Committee, except upon permission of the Mayor or as voted by the School Committee.

The School Committee will periodically establish realistic objectives related to Committee procedures and relationships. At the end of a specified length of time, the Committee will measure its performance against the stated objectives.

The following areas of School Committee operations and relationships are representative of those in which objectives may be set and progress appraised:

1. Communication with the public
2. School Committee - Superintendent relationships
3. School Committee member development and performance
4. Policy development
5. Educational leadership
6. Fiscal management
7. School Committee meetings
8. Performance of subcommittees of the School Committee
9. Interagency and governmental relationships

When the Committee has completed its self-evaluation, the members will discuss the results in detail and formulate a new series of objectives. At the same time, the Committee will set an approximate date on which the next evaluation will be conducted.

Implied in the concept of evaluation is an assumption that individuals and Committees are capable of improvement. The School Committee believes that its performance will be improved if evaluation is carried out systematically in accordance with good planning, conscientious follow-through, and careful assessment of results.

O. General Business  
Mailman  
(July 11, 2023)

ITEM: gb 3-182  
S.C. MEETING: 7-20-23

ITEM:

To get an update from the Administration that includes the latest data related to homelessness and housing instability experienced by our students by district.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Administration

RECOMMENDATION OF THE ADMINISTRATION:

Administration concurs.



O. General Business  
Administration  
(July 12, 2023)

ITEM: gb 3-184  
S.C. MEETING: 7-20-23

ITEM:

To approve the Elementary World Cultures & Language Course.

PRIOR ACTION:

BACKUP:

Annex A (1 page) contains the Elementary World Cultures & Language Course rationale and description.

RECOMMENDATION OF MAKER:

Approve

RECOMMENDATION OF THE ADMINISTRATION:

Approve



**Administrator:** Magdalena Ganas, Ed.D  
**Department:** Office of Curriculum and Professional Learning  
**Date:** June 28, 2023  
**Item Number:** gb 3-184  
**Item:** To consider approval of the Elementary World Cultures & Language Course.  
**Attachment:** n/a  
**Recommendation:** Refer to the Standing Committee on Teaching, Learning, and Student Supports.

**Rational:**

*{Insert reason for this course being recommended}*

**Course Description:**

The World Cultures and Language Exploration course is designed to introduce elementary students to the diversity of cultures and languages around the world. Through a combination of interactive activities, discussions, and multimedia/art/music resources, students will develop an appreciation for different cultures, traditions, and languages, fostering global awareness, curiosity, and empathy.

**Course Objectives:**

**Cultural Awareness:** Students will explore various cultures, traditions, and customs from different countries, aiming to develop an understanding and appreciation of cultural diversity.

**Language Exploration:** Students will be exposed to different languages, including basic vocabulary, greetings, and expressions, to foster curiosity and interest in language learning.

**Geographical Knowledge:** Students will gain a basic understanding of world geography, including continents, countries, and major landmarks, to enhance their global perspective.

**Cultural Comparisons:** Students will learn to compare and contrast cultural practices and beliefs, encouraging critical thinking and respect for different cultural perspectives.

**Communication Skills:** Students will engage in activities that promote effective communication, such as role-playing, storytelling, and collaborative projects, to enhance their intercultural understanding.

**Global Citizenship:** Students will develop a sense of global citizenship by exploring global issues, discussing cultural diversity, and reflecting on their roles in promoting inclusivity and understanding.

O. General Business  
O'Connell Novick  
(July 12, 2023)

ITEM: gb 3-185  
S.C. MEETING: 7-20-23

ITEM:

To consider the reorganization of the support staff assigned to the School Committee, to include establishment of a full-time Clerk of the School Committee whose sole responsibilities shall involve work directly related to the operation of the School Committee and the conduct of its business.

PRIOR ACTION:

BACKUP:

Annex A (2 pages) contains the Clerk of School Committee Job Description.

RECOMMENDATION OF MAKER:

Refer to Sub Committee Governance and Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:

Administration Concurs.

**WORCESTER PUBLIC SCHOOLS**

School Committee

**TITLE:**

Administrative Clerk of the School Committee

**JOB DESCRIPTION:**

The Administrative Clerk serves as the confidential secretary to the Worcester School Committee and coordinates the day-to-day operations of the School Committee.

The ability to interact with the public, staff, and members of the School Committee in a fast-paced environment, sometimes under pressure with deadlines, while remaining flexible, proactive, resourceful, and efficient, with a high level of professionalism and confidentiality is crucial to this role.

This position requires strong oral and written communication skills with attention to detail and the ability to manage emails, create documents, transcribe minutes, type, proofread, and edit with precision including: policies, forms, procedures, federal and state reports. The candidate must have familiarity with school operations, with the open meeting law, with public records requirements, and have the initiative and ability to create an efficient organization system, and to coordinate and execute a variety of activities and/or projects.

This individual must have the ability to deal with challenging situations, problem solve, prioritize tasks, create and maintain a professional work environment, and be flexible enough to deal with daily challenges of the system. In addition, they must have strong relationship-building skills, and work well with individuals from diverse backgrounds, experiences and cultures.

Experience in multilingual and multicultural environments is preferred.

**QUALIFICATIONS:**

At least three years of experience in a position using similar skill sets as this position requires.

Specific skill-based competencies required to satisfactorily perform the functions of the job include: operating standard office equipment including pertinent software applications, databases and the use of spreadsheets; planning and managing projects; and preparing and maintaining accurate records;

Specific knowledge-based competencies required to satisfactorily perform the functions of the job include: operations, modern principles and practices of office management; principles and practices of fiscal, statistical, and administrative data collection and report development; concepts of grammar and punctuation; and business telephone etiquette; and

Bilingual highly encouraged

**REPORTS TO:**

Vice-chair of the Worcester School Committee

**PERFORMANCE RESPONSIBILITIES:****Office Administration:**

1. Records accurate and concise minutes of all open and executives sessions for all School Committee and standing committee meetings to be reviewed for approval at the next Committee meeting. Attends all Executive Sessions in person. Once minutes are approved, posts on the WPS website and distributes them, as required by Massachusetts General Law and local directive.
2. Prepares and distributes agendas and material for all School Committee and Subcommittee meetings, tracks pending items for each Committee or Subcommittee meeting in coordination with the Office of the Superintendent, and reviews with Committee convener and/or Vice-Chair. Meets with Vice-Chair and Superintendent on Thursday before bimonthly School Committee meeting to create agenda for full committee meetings from items submitted by members and by administration. Ensures electronic posting and distribution of full Committee agenda by Friday. Coordinates agenda for all subcommittee meetings

with relevant chair and administrators. Works with Committee members and appropriate administrators to establish regular and special Committee and Subcommittee meeting schedules, professional development schedules, and other occurrences. Confirms that all relevant administrators and members of the public have been invited, including those with petitions before the Committee or Subcommittee. Obtains all permits or permissions for meetings, timely posts all meetings, and provides all meeting materials for attendees with as much lead time as possible.

3. Maintains all archival Committee meetings and materials as required by state law. Responds to requests for meeting information. Maintains copies of all documents executed by the School Committee. In coordination with the relevant staff, manages the School Committee's website in order to ensure the public and members gain timely access to required documents and information.
4. Provides updated policies to the Massachusetts Association of School Committees after approval by School Committee.
5. Drafts all correspondences, memorandum, annual reports, recognitions, nominations, announcements in a timely manner as per Committee vote.
6. Responds to parent and/or community concerns when the matter falls within the purview of the School Committee, or refers them to appropriate school department personnel for resolution. Tracks all parent and/or community inquiries by topic and provides updates to the School Committee.
7. Collects data and prepares reports of various subjects to inform district decisions at directive of full Committee.
8. Provides relevant data to support annual budget preparation, as requested by the Budget Office.
9. Collaborates with other Administrative Assistants (Superintendent's Office, Human Resources, Teaching and Learning, and Budget Office) to provide support to the School Committee whenever needed.
10. Organizes and facilitates special events such as School Committee hosted Massachusetts Association of School Committees Division meetings, recognition events, etc.
11. Works effectively in informal and formal teams with diverse constituencies.

**Professional Development:**

1. Encouraged to attend annual conference of the Massachusetts Council of School Committee Administrative Personnel (COSCAP) at School Committee cost.

**TERMS OF EMPLOYMENT:**

Twelve-month work year

Flexibility with work hours and work schedule may be needed per the School Committee Calendar.

**EVALUATION:**

Performance shall be evaluated annually on or before July 1st. The School Committee Vice-Chair will complete the evaluation with input from the School Committee. The annual evaluation will be reviewed and voted in open session by the full School Committee by the second regular meeting in September of each year.

- O. General Business  
Administration  
(July 12, 2023)

ITEM: gb 3-186  
S.C. MEETING: 7-20-23

ITEM:

To consider approval of the Innovation School Annual Evaluation Reports for submission to the Department of Elementary and Secondary Education by August 1, 2023.

PRIOR ACTION:

BACKUP:

Annex A (22 pages) contains the Innovation School Annual Evaluation 2023 - Worcester Technical School.

Annex B (23 pages) contains the Innovation School Annual Evaluation 2023 - University Park Campus School.

Annex C (17 pages) contains the Innovation School Annual Evaluation 2023 - Goddard Scholars Academy at Sullivan Middle School.

Annex D (23 pages) contains the Innovation School Annual Evaluation 2023- Claremont Academy.

Annex E (1 page) contains a letter to request the approval of the Innovation School Annual Evaluation Reports for submission to the Department of Elementary and Secondary Education by August 1, 2023.

RECOMMENDATION OF MAKER:

Approve

RECOMMENDATION OF THE ADMINISTRATION:

Approve



## **Innovation Schools Annual Evaluation**

Worcester Technical High School

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For School Year 2022-2023

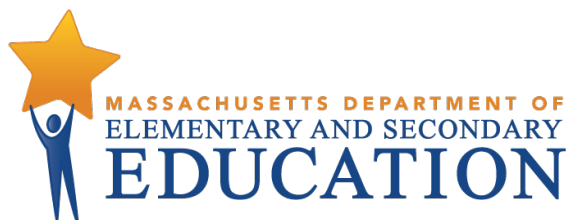
### **Worcester Public Schools**

Superintendent Dr. Rachel Monárrez  
monarrezr@worcesterschools.net

### **Worcester Technical High School**

Principal Drew Weymouth  
weymouthdg@worcesterschools.net

**Massachusetts Department of Elementary and Secondary Education**  
The Office of Charter Schools and School Redesign  
75 Pleasant Street, Malden, MA 02148-4906  
Phone 781-338-3227 TTY: N.E.T. Relay 800-439-2370  
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This document was prepared by the  
Massachusetts Department of Elementary and Secondary Education  
Jeffrey C. Riley  
Commissioner

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<b>Part D: Renewal (<i>if applicable</i>).....</b>	<b>16</b>
Innovation schools or academies seeking renewal.....	16
Innovation schools or academies not seeking renewal.....	19

## 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 prior school year should be submitted by August 1 each year. Questions and completed evaluations should be submitted via the [district survey for innovation schools](#). Please note the requested filename format “Innovation School Annual Evaluation *[insert school year]\_[insert School name\_District name]*.”

## Innovation School/Academy Information

<b>School/Academy Name:</b> <b>Worcester Technical High School</b>	
<b>School Type</b> (New/Conversion/Academy): Conversion	<b>District Name:</b> Worcester Public Schools
<b>Year Innovation Status Granted:</b> 2012	<b>School Year Implementation Commenced:</b> 2012-2013
<b>Grades Served:</b> 9-12	<b>Total Enrollment:</b> 1,469
<p><b>Mission:</b> The mission of Worcester Technical High School is to educate and prepare our students, both academically and technically, to meet the challenges of a global society. Students will be provided with a highly supportive and academically challenging learning environment in the STEM initiatives to ensure our graduates are prepared for career and college and are able to compete globally.</p>	
<p><b>Vision:</b> The philosophy of Worcester Technical High School is steeped in a proud tradition of providing excellence in technical and academic education. Administration, faculty, staff, and students work collaboratively to promote a school culture that fosters the expectation of excellence while respecting differences. All students are treated with respect and dignity and are provided diverse, extra-curricular experiences as they pursue their professional and academic goals in a multicultural environment. The educational climate serves to guide, assist and instill in each student a commitment to lifelong learning and to develop productive, responsible, and well-rounded citizens. All programs are enhanced and supported by partnership with community, industry, and educational institutions, as well as through participation and recommendations of various advisory boards. This educational environment affords all students the opportunity to achieve their fullest potential. Our philosophy is supported by clearly defined curriculum goals focused to meet or exceed current standards, yet flexible enough to meet the demands of an ever-changing world.</p>	
<p><b>Educational Model:</b> Vocational/Technical High School</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 groups 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 2022-2023 school year.*

WTHS did not implement any curriculum, instruction or assessment strategies that were granted specifically through the innovation plan. However, we did identify areas of need and articulated those through our school growth plan. This year our priority areas/associated data/and strategies implemented were:

- Priority Area 1 - Provide additional supports for multi-lingual learners and students with disabilities
  - Data:
    - ELA MCAS Data -
      - EL students- 4% of our ELs were meeting expectations, 0% exceeding, 96% partially meeting or not meeting compared to 67% of Non-ELs meeting or exceeding and 33% non ELs scoring in the PM/NM
      - SWD- 16 % were meeting, 0% exceeding, 84% were partially or not meeting in comparison to 70% non disabled exceeding or meeting expectations
    - Math MCAS Data -
      - EL students- 0% were meeting or exceeding and 100% were partially or not meeting expectations in comparison to 56% of non-ELs meeting/exceeding expectations
      - SWD- 84% of our students with disabilities were partially or not meeting expectations in comparison to 16% meeting and 0% exceeding expectations in comparison to 59% of non-disabled students meeting/exceeding
    - STAR Data -
      - 58.3% of our grade 9 students are in the urgent intervention and intervention categories for ELA
      - 36.5% of our grade 9 students are in the urgent intervention and intervention categories for Math
  - Support Strategies
    - School-wide professional development around using high leverage data-driven strategies to support multilingual students (Ellevation PD, training and instructional support)
    - Virtual PD with CAST and MABE (Multistate Associate for Bilingual Education)
    - Before and after school support sessions
    - Data analysis and support team meetings
    - Seal of biliteracy testing and recognition

***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 2022-2023 school year.*

Although not an autonomy allowed by the district, WTHS did include budget neutral strategies for the innovation plan as follows:

- Build capital improvement 5-year plans to ensure that the equipment available in each of the 23 technical programs continues to be up-to-date.
- Build an annual budget plan for supplies and materials for the successful operation of each department.
- WTHS will build line items for the continued operation and maintenance of the current facilities at the highest levels.
- Grants received: Grant for equitable access (supporting before and after school sessions). \$311k the Capital Skills for the Construction shops. Next year will implement the \$1.1 million for the Auto Shop from the Capital Skills grant.

***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 2022-2023 school year.*

WTHS implemented 5 half-days during the 2022-2023 school year to provide professional development on instructional strategies for multi-lingual learners to the WTHS faculty.

***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 2022-2023 school year.*

WTHS filled 25 staffing vacancies for the 2022-2023 school year using a hiring committee which was comprised of: Principal or designee, Department Head, often teaching staff and usually with students as well. The hiring committee reviewed all candidates and interviewed all licensed WPS candidates up to five individuals in the situations where that applied. Additionally, we added support staff for students with disabilities in the technical areas and are seeking to do that even more broadly moving forward.

### ***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 2022-2023 school year.*

WTHS had 5 half days of professional development as well as regular offerings of professional development outside of those days.

- Bi-weekly virtual professional development from CAST and MABE
- September 28, 2022
  - DCAP, IEP accommodation access, roll our expectation for before and after school help and how to identify and track students attending, Ellevation and “can-dos” for multi-lingual learners.
- February 15, 2023
  - Healthy teaming and communication. What multiple ways of communicating expectations and modeling results is necessary for students to perform at or above expectations.
- March 30, 2023
  - 4 stations of strategies to implement with multi-lingual learners led by district office and ML coaches
- April 4, 2023
  - Ellevation use for supports and lesson planning along with specific strategies for students on each teacher's caseload
- June 20, 2023
  - Year-in-review - Focus next year's goals on applied learning strategies and supports for students with disabilities and the strategies that are helpful for all students

***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 2022-2023 school year.*

N/A – this is not one of the identified autonomies in the WTHS Innovation Plan. We fully complied and enforced Worcester Public School policies and procedures for both staff and students. All staff is provided the WPS Faculty and Staff Handbook and all Superintendent Bulletins are reviewed and signed off on at the beginning of the school year. All students are provided both the WPS Student Handbook and WTHS Supplement. The WTHS student supplement is written to specifically identify the trade specific requirements for each program which includes but are not limited to: tools, industry standard PPE and dress code. Students are required to review and sign both documents with their parents/guardians.



## 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<sup>1</sup>; 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 groups:
  - 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 group 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 prior 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

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<sup>1</sup> Superintendents and School/Academy leaders should reflect on the most recently available MCAS data and provide a brief description of their assessment of performance. Additionally, data on student performance for non-statewide assessments over time may be provided and assessed. For more information on how to discuss academic performance, see the instructions found on pages 7-8.

- 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)*

**Student Attendance SY23:**

Avg. Attendance Rate = 94%

Absence Category ▾	% of Student Pop.
Low	48.8%
Moderate	34.3%
Chronic	13.4%
Excessive	3.3%
Mostly	0.2%
<b>Grand Total</b>	<b>100.0%</b>

This data compares to our historical trends with the SY22 coming in at 93.59% attendance rate. We continue to monitor our attendance and have support meetings with all moderate to chronic absents students through our academy teams.

*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')*

In SY22-23 we had an increase in suspensions over the previous school year. In SY22-23 we had 82 out-of-school suspensions and 26 in-school suspensions. In SY21-22 we had 50 out-of-school suspensions and 29 in-school suspensions. This is largely due to our 9th graders having 45% of all suspensions and our 10th graders having 37%. Additionally, 15 students were repeat offenders/infractions. We hope this will decrease next year with additional resources dedicated to the 9th grade transition (school counselor, adjustment counselor, behavior specialist, and a large focus from the dean of students).

*Student promotion and [retention rates](#)*

WTHS had 4 students from the graduating class of 2023 not complete graduation requirements

*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)*

2022 4-year Graduation Rate was 95.9%

2022 4-year Adjusted Cohort Graduation rate was 96.4%

2021 5-year Graduation Rate was 99.1%

2021 5-year Adjusted Cohort Graduation rate was 99.1%

**Student [dropout rates](#), if applicable****2021-22 Student Dropout Rate Report**

This report provides the percentage of Massachusetts public high school students who drop out of high school. [More about the data.](#) Dropout rates are not reported for any student group where the number of students is less than 6.

\* Click any column header to sort ascending (first click) or descending (second click).

<a href="#">Student Group</a>	<a href="#"># Enrolled Grades 09 through 12</a>	<a href="#"># Dropout All Grades</a>	<a href="#">% Dropout All Grades</a>	<a href="#">% Dropout Grade 09</a>	<a href="#">% Dropout Grade 10</a>	<a href="#">% Dropout Grade 11</a>	<a href="#">% Dropout Grade 12</a>
All Students	1,476	7	0.5	0.0	0.0	0.3	1.7
High Needs	1,041	6	0.6	0.0	0.0	0.0	2.5
Low Income	939	6	0.6	0.0	0.0	0.0	2.8
LEP English language learner	94	0	0.0	0.0	0.0	0.0	0.0
Students with disabilities	203	1	0.5	0.0	0.0	0.0	2.3
African American/Black	274	0	0.0	0.0	0.0	0.0	0.0
American Indian or Alaskan Native	3						
Asian	114	0	0.0	0.0	0.0	0.0	0.0
Hispanic or Latino	566	3	0.5	0.0	0.0	0.0	2.4
Multi-race, non-Hispanic or Latino	53	2	3.8	0.0	0.0	7.1	8.3
Native Hawaiian or Pacific Islander	2						
White	464	2	0.4	0.0	0.0	0.0	1.5
Female	867	2	0.2	0.0	0.0	0.5	0.5
Male	609	5	0.8	0.0	0.0	0.0	3.1

WTHS had one student drop out from 2020-2021 DESE information. This represents a marked increase over one year and we will continue to monitor this data point for more longevity.

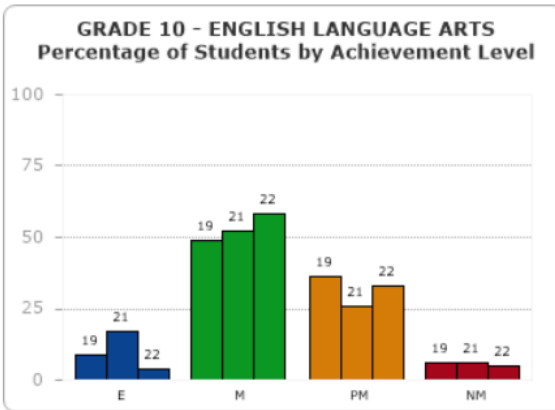
***Superintendents and School/Academy Leaders should reflect and provide a brief description of your assessment on the most recently available [Next-Generation MCAS achievement data](#).***

***Superintendents and School/Academy Leaders are also encouraged to reflect and provide a description of your assessment on student performance outcomes on non-statewide assessments over prior years of available data. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.***

### Reflection and assessment of 2022 Next-Generation MCAS performance:

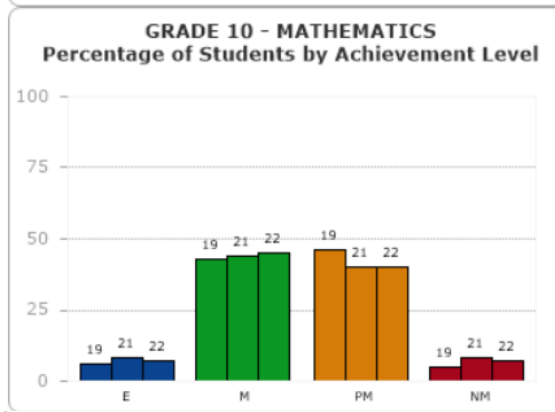
GRADE 10 - ENGLISH LANGUAGE ARTS				
Achievement Level	2019	2021	2022	
Exceeding Expectations (E)	9	17	4	
Meeting Expectations (M)	49	52	58	
Partially Meeting Expectations (PM)	36	26	33	
Not Meeting Expectations (NM)	6	6	5	

2022 Participation Rate = 99%



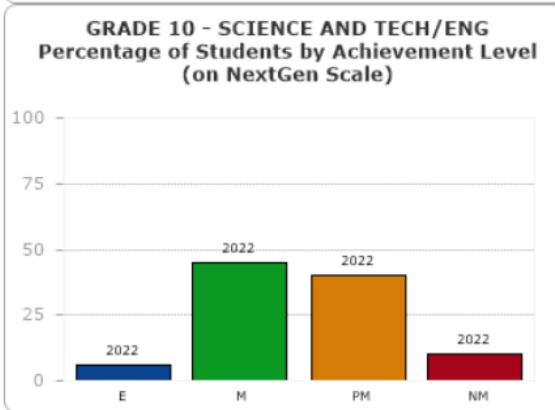
GRADE 10 - MATHEMATICS				
Achievement Level	2019	2021	2022	
Exceeding Expectations (E)	6	8	7	
Meeting Expectations (M)	43	44	45	
Partially Meeting Expectations (PM)	46	40	40	
Not Meeting Expectations (NM)	5	8	7	

2022 Participation Rate = 99%



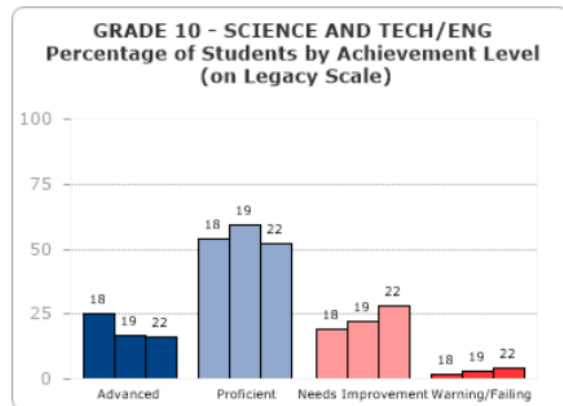
GRADE 10 - SCIENCE AND TECH/ENG (on NextGen Scale)		2022
Achievement Level		
Exceeding Expectations (E)		6
Meeting Expectations (M)		45
Partially Meeting Expectations (PM)		40
Not Meeting Expectations (NM)		10

2022 Participation Rate = 100%



## MCAS Annual Comparisons

GRADE 10 - SCIENCE AND TECH/ENG (on Legacy Scale)			
ACHIEVEMENT LEVEL	2018	2019	2022
ADVANCED	25	17	16
PROFICIENT	54	59	52
NEEDS IMPROVEMENT	19	22	28
FAILING	2	3	4



We are expecting an increase in failing and needs improvement student percentages but are actively analyzing our data to address instructional needs and to work together on instructional strategies. This past year students (and to some extent our SY22) have shown lower skills based on STAR assessment than normal and we are working on bringing their skills up to expectations.

For the beginning of year data in Math:

SY19-20 - 63% of 9th graders were at or above benchmark

SY20-21 - 75% of 9th graders were at or above benchmark

SY21-22 - 65% of 9th graders were at or above benchmark

SY22-23 - 47% of 9th graders were at or above benchmark

For the beginning of year data in Reading:

SY19-20 - 52% of 9th graders were at or above benchmark

SY20-21 - 51% of 9th graders were at or above benchmark

SY21-22 - 40% of 9th graders were at or above benchmark

SY22-23 - 26% of 9th graders were at or above benchmark

1. Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.
2. Provide the most recent non-statewide data and/or visuals that are presented to the district's school committee or school/program leadership used for monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.
  - a. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.

- b. Provide the results for all students and one or more student groups.
- 3. For comparison, include national and/or statewide comparison data for all students and by student group, if available.
- 4. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school.

Student Group	GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																		
	School								District				State						
	Stud. Incl #	Part. Rate %	% at Each Level E M P M N M	Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pct	Stud. Incl #	Part. Rate %	% at Each Level E M P M N M	Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl #	Part. Rate %	% at Each Level E M P M N M	Avg. Scaled Score	SGP	Included in Avg. SGP (#)
<b>Accountability Subgroups</b>																			
Students w/ Disabilities	51	96	0 16 57 27	486	49	43	52	366	92	0 6 42 52	471	33	279	12,613	95	1 19 54 26	485	45	10,624
EL and Former EL	82	96	0 40 51 9	496	59	59	84	448	95	1 16 46 37	478	41	305	6,896	95	1 20 49 30	481	50	4,601
Low Income	236	99	3 58 34 5	503	55	209	77	1,286	96	2 30 47 21	489	42	1,047	28,269	97	3 36 46 14	493	47	23,996
High Needs	258	99	3 55 36 6	502	56	226	84	1,379	96	2 30 47 22	488	42	1,116	35,003	97	3 35 47 15	493	48	29,635
African Amer./Black	79	100	6 54 37 3	506	59	67	92	346	98	3 37 46 15	493	48	271	6,217	98	3 38 46 13	494	50	5,180
Asian	23	100	4 83 9 4	514	55	20	49	119	100	9 56 25 9	503	51	103	4,718	99	19 59 17 4	514	56	4,205
Hispanic/Latino	134	99	4 52 37 7	501	54	120	71	748	95	2 26 49 23	486	40	617	14,317	96	3 35 45 17	492	48	11,816
Multi-Race, Non-Hisp./Lat.	11	100	18 45 36 0	511		11	58	59	97	7 36 46 12	496	41	54	2,471	97	13 49 32 6	506	51	2,209
White	93	98	2 65 29 4	505	54	84	50	454	96	6 44 38 12	499	42	382	39,481	98	10 55 30 4	506	50	36,115
<b>Other Subgroups</b>																			
Male	150	99	4 52 39 5	503	55	137	65	859	96	2 29 48 21	488	43	713	34,443	98	6 45 39 10	499	49	30,281
Female	190	98	5 63 28 4	505	55	165	43	868	97	5 42 39 14	496	43	715	32,743	98	12 54 29 6	507	51	29,231
Title 1	340	99	4 58 33 5	504	55	302	84	1,686	97	4 36 44 16	493	43	1,409	23,160	97	4 40 44 12	495	48	20,110
Non-Disabled	289	99	5 65 29 1	507	56	259	52	1,362	98	5 43 44 8	498	45	1,150	54,783	98	11 56 29 4	506	51	49,063
Non-Low Income	104	99	8 59 30 4	507	55	93	50	442	98	8 50 35 7	503	46	382	39,127	99	13 59 26 3	509	52	35,691
EL	25	89	0 4 68 28	479		16	91	303	93	0 4 44 52	468	32	187	3,981	93	0 4 48 48	470	43	2,111
Former EL	57	100	0 56 44 0	502	65	43	78	145	99	2 41 52 5	497	56	118	2,915	98	2 41 51 6	496	57	2,490
Ever EL	201	99	5 56 34 5	504	58	174	78	958	97	4 34 43 20	491	45	784	13,728	97	4 37 42 17	492	51	11,107
Homeless	14	100	0 64 36 0	504		14	92	127	97	2 22 54 22	486	43	96	989	93	2 21 49 29	483	44	685
Military	1					1		7					7	587	98	6 52 35 6	502	48	485
<b>All Students</b>																			
2022	340	99	4 58 33 5	504	55	302	57	1,728	96	4 35 44 17	492	43	1,429	67,396	98	9 49 34 8	503	50	59,687

Student Group	GRADE LEVEL 10 - MATHEMATICS																		
	School								District				State						
	Stud. Incl #	Part. Rate %	% at Each Level E M P M N M	Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pct	Stud. Incl #	Part. Rate %	% at Each Level E M P M N M	Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl #	Part. Rate %	% at Each Level E M P M N M	Avg. Scaled Score	SGP	Included in Avg. SGP (#)
<b>Accountability Subgroups</b>																			
Students w/ Disabilities	51	96	0 16 39 45	481	50	43	47	358	91	0 4 34 62	470	36	271	12,480	95	2 13 53 33	482	47	10,495
EL and Former EL	82	96	1 28 56 15	493	61	59	78	444	95	1 9 46 44	476	44	297	6,818	96	3 14 51 32	482	49	4,584
Low Income	236	99	6 43 44 8	500	64	209	82	1,273	96	2 19 50 29	484	43	1,032	27,954	96	3 25 52 19	490	46	23,720
High Needs	258	99	5 41 44 10	500	63	226	86	1,365	96	2 18 50 29	484	43	1,100	34,669	96	4 25 53 19	490	47	29,339
African Amer./Black	79	100	5 48 39 8	501	65	67	90	344	97	1 23 53 23	486	46	268	6,159	98	2 24 53 20	488	46	5,133
Asian	23	100	17 65 13 4	516	70	20	40	116	97	16 43 33 9	506	57	101	4,709	99	37 41 18 4	521	57	4,203
Hispanic/Latino	134	99	4 39 49 9	498	57	120	75	739	96	1 14 53 32	481	40	603	14,147	96	3 23 53 21	488	44	11,685
Multi-Race, Non-Hisp./Lat.	11	100	18 45 36 0	505		11	51	61	98	5 20 59 16	489	44	55	2,471	97	16 37 37 10	503	50	2,204
White	94	99	9 48 37 6	506	63	85	61	453	96	5 36 42 17	495	44	384	39,350	98	13 46 36 6	505	52	35,992
<b>Other Subgroups</b>																			
Male	150	99	9 47 35 9	505	66	137	64	850	95	3 22 50 25	487	46	701	34,224	98	12 38 39 11	501	53	30,126
Female	191	99	5 45 45 6	500	58	166	54	864	97	4 25 48 23	489	41	711	32,591	98	10 39 41 10	501	47	29,080
Title 1	341	99	7 45 40 7	502	62	303	91	1,679	97	4 24 49 23	488	43	1,398	22,975	97	4 29 50 16	492	47	19,947
Non-Disabled	290	100	8 51 41 1	505	63	260	54	1,357	97	4 29 53 14	492	45	1,142	54,548	98	14 44 37 5	505	51	48,886
Non-Low Income	105	100	10 51 33 6	506	56	94	54	442	98	7 38 45 10	499	45	381	39,074	99	17 48 31 4	509	53	35,661
EL	25	89	0 0 60 40	479		16	81	302	94	0 1 39 59	468	36	182	3,906	95	1 4 48 47	473	43	2,090
Former EL	57	100	2 40 54 4	498	66	43	74	142	98	4 24 61 12	492	57	115	2,912	99	5 27 57 12	493	53	2,494
Ever EL	201	99	5 44 43 8	501	64	174	74	949	96	3 22 49 26	487	46	770	13,601	97	7 25 48 20	491	49	11,043
Homeless	14	100	0 43 50 7	499		14	91	126	97	1 14 56 29	481	41	95	974	93	1 14 53 32	481	42	675
Military	1					1		7					7	583	99	7 40 43 9	499	50	480
<b>All Students</b>																			
2022	341	99	7 45 40 7	502	62	303	59	1,715	96	3 24 49 24	488	43	1,413	67,028	98	11 38 40 10	501	50	59,381



GRADE LEVEL 10 - SCIENCE AND TECH/ENG																												
Student Group	School										District						State											
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)			
	#	%	E	M	P	M	NM			#	%	E	M	P	M	NM			#	%	E	M	P	M	NM			
<b>Accountability Subgroups</b>																												
Students w/ Disabilities	50	98	0	12	50	38	481	N/A	N/A	47	337	95	0	3	28	68	469	N/A	N/A	12,198	96	1	14	48	37	481	N/A	N/A
EL and Former EL	82	99	2	30	44	23	492	N/A	N/A	82	433	97	1	8	36	55	474	N/A	N/A	6,290	96	1	12	44	43	477	N/A	N/A
Low Income	237	100	4	43	41	12	499	N/A	N/A	80	1,206	97	2	17	45	37	482	N/A	N/A	26,796	97	3	23	49	25	487	N/A	N/A
High Needs	258	100	4	41	42	13	498	N/A	N/A	82	1,298	97	2	16	44	38	481	N/A	N/A	33,311	97	3	23	50	24	488	N/A	N/A
African Amer./Black	78	100	3	50	36	12	501	N/A	N/A	89	319	99	1	22	45	32	485	N/A	N/A	5,763	97	2	22	50	25	487	N/A	N/A
Asian	23	100	30	35	30	4	513	N/A	N/A	48	114	98	11	32	45	13	498	N/A	N/A	4,579	99	25	44	24	6	513	N/A	N/A
Hispanic/Latino	134	99	3	40	47	10	496	N/A	N/A	70	714	97	1	13	46	40	478	N/A	N/A	13,458	97	2	21	49	28	485	N/A	N/A
Multi-Race, Non-Hisp./Lat.	11	100	9	55	27	9	503	N/A	N/A	51	58	98	3	22	52	22	488	N/A	N/A	2,391	98	13	38	37	12	502	N/A	N/A
White	95	100	5	49	36	9	503	N/A	N/A	46	429	97	4	33	40	22	493	N/A	N/A	38,572	99	10	46	37	8	504	N/A	N/A
<b>Other Subgroups</b>																												
Male	148	99	6	45	40	9	501	N/A	N/A	58	819	97	2	19	44	35	483	N/A	N/A	33,057	98	8	37	39	15	498	N/A	N/A
Female	193	100	5	45	39	10	500	N/A	N/A	48	816	98	3	25	44	28	488	N/A	N/A	31,685	98	9	39	40	12	500	N/A	N/A
Title 1	341	100	6	45	40	10	500	N/A	N/A	86	1,607	98	3	22	45	30	486	N/A	N/A	22,185	98	3	27	48	22	489	N/A	N/A
Non-Disabled	291	100	7	51	38	5	503	N/A	N/A	49	1,299	98	3	27	48	22	489	N/A	N/A	52,750	99	10	44	38	8	503	N/A	N/A
Non-Low Income	104	100	9	48	38	6	504	N/A	N/A	47	430	99	5	36	42	17	496	N/A	N/A	38,152	99	13	49	33	6	507	N/A	N/A
EL	25	96	0	4	48	48	476	N/A	N/A	94	291	96	0	0	29	70	466	N/A	N/A	3,477	94	0	3	34	63	467	N/A	N/A
Former EL	57	100	4	42	42	12	499	N/A	N/A	83	142	100	4	25	49	23	490	N/A	N/A	2,813	99	3	24	56	17	489	N/A	N/A
Ever EL	201	100	6	39	43	12	499	N/A	N/A	72	931	98	3	18	44	35	484	N/A	N/A	12,937	97	4	23	45	27	488	N/A	N/A
Homeless	14	100	0	50	50	0	502	N/A	N/A	94	108	95	0	11	55	34	479	N/A	N/A	826	93	1	12	46	40	478	N/A	N/A
Military	1						N/A	N/A		7							N/A	N/A	N/A	546	99	5	40	43	12	498	N/A	N/A
<b>All Students</b>																												
2022	341	100	6	45	40	10	500	N/A	N/A	52	1,636	98	3	22	44	31	485	N/A	N/A	64,948	98	9	38	40	14	499	N/A	N/A

*Reduction of proficiency gaps in academic underperformance (not MCAS related, such as access to AP/honors-level courses) and reduction of non-academic disparities (such as discipline rates, access to the arts, civic engagement, and extra-curricular activities)*

This year 243 students took at least one AP course. Through Early College, we had 92 students take at least one college class during the SY22-23 and this includes 44 that took English 101 and 102 during the school day with one of our WTHS teachers. We hope to have more dual enrollment classes offered through teachers at Worcester Tech in the future and we are continuing to expand our dual enrollment through Early College. This will be a continued focus of our Innovation Plan.

As a benchmark for future analysis, 74% of our 9th graders passed all their classes with 26% failing one or more. This is down from 87% in the 2021-2022 school year with both COVID and the lottery for admissions being major variables to respond to.

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

Describe any revisions or updates made to the approved innovation plan during the [insert 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 to the school's innovation plan made during the past two school years, which may not have been previously identified. Be sure to include which autonomies are impacted and when implementation of these revisions or updates began or will take place.*

This year the WTHS faculty completed a new 5-year vision and passed a reauthorization of the previous plan. Please see [a link to the plan here](#).



## 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 provide a copy of the new or revised innovation plan to the Department via the [district survey for innovation schools](#).

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.

*Provide the date of the school committee's approval of the renewed innovation plan. If available at the time of submission, include a link to the school committee minutes for when the renewed plan was approved. Submit through the [district survey for innovation schools](#) a copy of the revised/updated or reauthorized version of the innovation school plan*

School Committee Approval on July 20, 2023

Throughout the entire 2022-2023 school year, the Innovation Plan team met, researched other schools, did a SWOT analysis and created a new 5-year vision for Worcester Tech that

capitalized on our strengths and seeks to build on areas we can improve. Through this we are asking for autonomies list below.

This new plan was voted on and approved by the faculty on June 1, 2023 with 80% supporting all the listed autonomies. We did have an amendment that was proposed and then passed with 96% vote on June 5, 2023. The updated autonomies and plan were supported for approval during the June 26, 2023 school committee standing-committee on School and Student Performance. The plan will go to the full school committee for majority approval in July 2023.

### **Autonomies**

To support the successful implementation of this plan, the staff will maintain the existing autonomies of Curriculum, Instruction & Assessment and Staffing, expand the Professional Development autonomy and add the Schedule and Calendar autonomy.

### ***Curriculum, Instruction and Assessment***

As outlined in the Innovation plan, WTHS will continue to maintain this existing autonomy which will allow for the creation of various career development/employability courses and the contextualization of the curriculum. This may be done throughout the duration of the Innovation Plan and will be done with working groups involving teachers, coaches, and administrators. This will be done with input and development from all parties and in support of the following goals:

- Aligning academic teachers and coursework to academies and shops within those academies
- Increasing employer engagement at all grades levels
- Preparing/teaching courses that have common threads across the academy
- Further preparing students for employability with common goals across the academy

### ***Staffing***

WTHS would like to expand upon this existing autonomy to include paraprofessionals with the following language to guide the process. WTHS staffing vacancies (Paraprofessional, Teachers: Unit A, Administrators: Unit B) will not be part of the bid process. Instead, the positions will be posted externally with notification of those vacancies communicated through Human Resources to WPS employees. An interview team will be comprised of the principal or designee and at least one teacher. This team will consider all internal applicants and interview all internal certified applicants (not requiring more than 5 such interviews). This team may also consider any external applicants. Once a hire is made, their position will remain at WTHS and will not be open to the bid process. This will allow the WTHS hiring team to ensure new hires fit with the culture and mission of WTHS in a timeline that suits the individual circumstance of the new hire.

By not participating in the bid process, we can accelerate our hiring needs while still considering all qualified WPS candidates. This will increase our pool of candidates seeking employment; the earlier we can post; the less likely qualified candidates have committed to another district.

### ***Professional Development***

The staff will expand upon the current Professional Development autonomy to allow for up to 9 half-day PD offerings. This increased PD time is critical to help broaden the knowledge base and collaboration time (common planning) of staff in the academy, professional learning around project-based learning, and profession-based learning models. This will not impact the total contractual number of days.

We need time for new teams of academy teachers to get together and plan for projects, themes across their curricula, and student supports. As we implement projects that extend to shop and academic teachers, we will need PD on developing those projects and time for planning. The current 5 half days will be planned in a similar fashion and the additional (up to) 4 half days will specifically support the Innovation Plan and common planning.

### ***Schedule and Calendar***

As outlined in the Innovation plan, the staff will add the Schedule and Calendar Autonomy. Specifically structured learning time will be increased daily by 4 minutes to allow for up to 9 student early release days in order to implement professional development blocks for staff. Contractual start/end times will not be adjusted with this autonomy. The 4 minutes would mean that students would start school in class at 7:16am and end at 1:43pm. This will not impact the classroom arrival/departure times for staff and will not alter the contractual number of days. Contractual start time will remain at 7:10 for staff to be in their classrooms/shops and ready for instruction. Contractual end time will be 13 minutes after the final bell for students (1:56) except on the days where teacher contractual extra help is to be provided, along with other contractual meeting days/obligations.

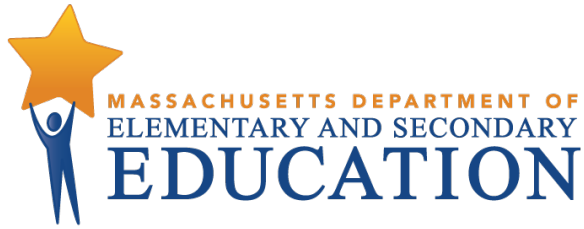
Based on the suggestion of the innovation planning team, this additional time in first period will allow for integration of common skills for students to start their workday. This will also allow for a longer first period to accommodate these common skills and announcements and still have the amount of learning time needed for a full period. This will also bring us back to the required 990 instructional hours for time on learning that we fall short of after incorporating the additional half days.

Additionally, Worcester Technical High School students currently benefit from regular weekly instruction from their technical trades. Any future schedule change consideration will preserve technical curriculum time to stay connected to the curriculum on a daily basis, unless it can be shown that a schedule change would otherwise benefit the student in their technical education. Any schedule change consideration may be done throughout the duration of the Innovation Plan and will be done with working groups involving teachers, coaches, and administrators. A schedule change will only be implemented with input and development from all parties, and only if it has no negative impact on the current number of technical/academic instructors (unless otherwise dictated by the district budget).

***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.



## **Innovation Schools Annual Evaluation**

University Park Campus School

---

For School Year 2022-2023

### **Worcester Public Schools**

Superintendent Dr. Rachel Monárrez  
monarrezr@worcesterschools.net

### **University Park Campus School**

Principal Kaitlin Snow  
snowk@worcesterschools.net

**Massachusetts Department of Elementary and Secondary Education**  
The Office of Charter Schools and School Redesign  
75 Pleasant Street, Malden, MA 02148-4906  
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 Jeffrey C. Riley  
 Commissioner

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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 prior school year should be submitted by August 1 each year. Questions and completed evaluations should be submitted via the [district survey for innovation schools](#). Please note the requested filename format “Innovation School Annual Evaluation *[insert school year]\_[insert School name\_District name]*.”



## Innovation School/Academy Information

<b>School/Academy Name:</b> University Park Campus School	
<b>School Type</b> (New/Conversion/Academy): Conversion	<b>District Name:</b> Worcester
<b>Year Innovation Status Granted:</b> 2011	<b>School Year Implementation Commenced:</b> 2011-2012
<b>Grades Served:</b> 7-12	<b>Total Enrollment:</b> 224
<p><b>Mission:</b> University Park Campus School (UPCS) exists to provide a first-class education to a traditionally disadvantaged population. Situated in the Main South section of Worcester, UPCS is a public, 7-12 school that accepts neighborhood students of all abilities and prepares them for success in college.</p> <p>Students will be taught to read, write, and think on their own, with the realization that hard work develops a strong intellect. Every single student pursues a rigorous academic program consisting of all honors classes. At the same time, instruction is individualized to connect to each student's particular level of development. There is no tracking. Instead, there are small, heterogeneous classes centered on active student inquiry and collaborative group work. UPCS utilizes extended learning blocks, morning and afternoon academic help sessions, a rich variety of extracurricular activities, and a range of powerful summer learning opportunities to develop well-rounded, deep-thinking individuals.</p> <p>Students study in a building that is small, nurturing, intimate, and comfortable, but one that is inextricably connected to Clark University. The Clark University Hiatt Center for Urban Education is an important partner in developing and implementing effective teaching strategies. In addition, Clark offers UPCS students access to a number of facilities, including a research library, gymnasiums, classrooms, commons area, etc. In addition, every UPCS student will take at least one college course from Clark or from another member of the Worcester College Consortium.</p> <p>The mission at UPCS is to produce students who are confident and who understand that desire and hard work beat adversity.</p>	
<p><b>Vision:</b> The vision of University of Park Campus School (UPCS) is for each student to graduate prepared for success in college. This includes the ability to work collaboratively with different people, to communicate effectively in a number of formats, to think independently, to persist in difficult tasks, to be reflective, and to contribute to society in a positive manner. Students should have plans to pursue post-secondary studies, and they should have all the confidence and skills necessary to pursue those studies successfully.</p>	

As an institution, the goal of UPCS is to continually reflect upon both our successes and our shortcomings, and to use this reflection to revise instructional practices to best serve our students.

**Educational Model:**

UPCS is a grade 7-12 neighborhood school that focuses intensely on college readiness for its diverse, low-income population. Its student-centered, active learning approach values student voice and seeks to internalize student motivation. University Park offers an all-honors curriculum to every student in heterogeneous classes.

## **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 groups 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 2022-2023 school year.*

University Park Campus School has the autonomy to design its own Common Instructional Framework, weave standardized test preparation seamlessly into instruction, create its own curriculum maps and assess students on how they are reaching the school’s academic, civic and social expectations. This autonomy has been fully implemented at UPCS.

The U.S. News and World Report in 2022 ranks UPCS 83<sup>rd</sup> in Massachusetts. The report references that 78% of students choose to take Advanced Placement (AP) coursework with a 38% of students passing at least one AP exam, and a total minority enrollment of 91%. UPCS is ranked #1 in Worcester and #2,060 in the National Rankings based on performance on state tests, graduation, and preparation for college.

**Reference:** (<https://www.usnews.com/education/best-high-schools/massachusetts/districts/worcester-public-schools/university-pk-campus-school-9570>)

UPCS has many positive outcomes in 2022:

4-year graduation rate: 97.0 %	11/12 <sup>th</sup> graders completing adv. course: 72.6%
5 year adjusted graduation rate: 100 %	Grads receiving a qualifying AP score: 40%*
Dropout rate: 0.6%	*(% includes AP Spanish and AP Human Geo)
Grads attending higher ed institutions: 71.1%	Average SAT Reading score: 457
	Average SAT Math score: 445

**Reference:** (<https://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=03480285&orgtypecode=6>)

University Park will continue to try and improve all of these rankings and rates by continuing to encourage students to participate in advanced coursework through both AP classes and dual enrollment offerings. University Park will also continue to prepare students for higher education through both junior and senior seminar classes that cover college readiness topics.

In 2022-2023, UPCS offered 7 AP courses, this is accomplished in a small school through creative scheduling. Over time, the number of AP course offerings has increased, the number of exams given has trended up, and the pass rate (score 3+) has increased.

School Year	# exams passed (3+)	% "pass" (3+)	# exams given	#courses offered
10-11	9	23.1%	39	4
11-12	16	28.1%	57	6
12-13	24	25.5%	94	8
13-14	27	24.1%	112	9
15-16	20	23%	90	9
16-17	24	20%	120	9
17-18	54	36%	149	11
18-19	39	35%	112	12
19-20	49	55%	89	10
20-21	21	24%	89	10
21-22	27	32%	84	9

In addition to AP classes, University Park expanded dual enrollment offerings in the 2022-2023 school year. Partnerships with Worcester State University and Quinsigamond Community College have allowed students in grades 10 through 12 to take classes at the nearby colleges and transportation is provided. Furthermore, over 65% of seniors in the class of 2023 took and passed English 101 and 102 offered through Quinsigamond Community College taught on campus of University Park. The ongoing partnership with Clark University enables UPCS to offer college courses free of charge to juniors, seniors, and a few select sophomores.

UPCS 10<sup>th</sup> graders took the "Next Generation" MCAS, with 90% of them "passing" ELA with scores at least "partially meeting expectations," and 85% "passed" math with scores at least "partially meeting expectations."

***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 2022-2023 school year.*

UPCS has the autonomy to allocate staffing as needed. With this autonomy, we created a college transition/alumni support coordinator position. This autonomy has been fully implemented, and contributes to our college acceptance rate and the retention rate of our graduates enrolled in post-secondary schools.

***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 2022-2023 school year.*

University Park maintains the same calendar as the Worcester Public Schools. However, innovation allows for a schedule that includes a 2 hour weekly common planning time for the entire faculty. Through the use of an innovative scheduling process, UPCS was able to integrate weekly PLC time into the schedule without impacting student learning time. University Park continues to operate both 7<sup>th</sup> and 9<sup>th</sup> grade summer academies which help students prepare for their transitions to both middle and high school.

***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 2022-2023 school year.*

University Park Campus School has implemented its own hiring process, independent of the district collective bargaining agreement. Open faculty positions are filled through a process of interview panels and demo lessons. Panels for interviews and demo lessons are comprised of stakeholders including current faculty, students, caregivers and school partners.

### ***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 2022-2023 school year.*

University Park faculty have many opportunities for professional learning throughout the year. In addition to weekly common planning time, faculty attend conferences, participate in rounds, lesson studies, and book studies. Many staff take advantage of district-level PD offerings that are held throughout the year. Staff meet frequently to refine curriculum maps, share student work, meet with college professors to align expectations, and create cross-curricular projects. All faculty are members of department Professional Learning Communities (PLCs) that meet on a weekly basis.

### ***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 2022-2023 school year*

Not Applicable

## 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<sup>1</sup>; 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 groups:
  - 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 group 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 prior 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

<sup>1</sup> Superintendents and School/Academy leaders should reflect on the most recently available MCAS data and provide a brief description of their assessment of performance. Additionally, data on student performance for non-statewide assessments over time may be provided and assessed. For more information on how to discuss academic performance, see the instructions found on pages 7-8.



- 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)*

MAG: UPCS will achieve a daily attendance rate of 96% in the 2022-2023 SY.

University Park exceeded its goal for daily attendance in the 2022-2023 school year. According to WooEdu, the district’s data system, the overall daily attendance rate was 97.9%.

<b>22-23</b> <b>University Park Campus School</b> 12 Freeland Street, Worcester MA 01603 Generated on 06/30/2023 02:00:05 PM Page 1 of 1	<b>Attendance/Membership Summary Report</b> Start/End Date: 08/29/2022 - 06/20/2023 School(s): 1 Calendar(s): 1 Grade: 07, 08, 09, 10, 11, 12
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**School: University Park Campus School Calendar: 22-23 University Park Campus S**

	Student	Membership	Absent	Present			Unexcused Absences	Percent In		
Grade	Count	Days	Days	Days	ADM	ADA	Days	Avg. Daily Attendance		
07	44	7007	143.50	6863.50	38.93	38.12	46.50	0.30	97.95%	
08	40	6847	136.50	6710.50	38.04	37.27	87.00	0.53	98.01%	
09	38	6690	161.50	6528.50	37.17	36.27	37.50	0.21	97.59%	
10	38	6746	138.50	6607.50	37.48	36.72	35.50	0.19	97.95%	
11	37	6516	165.00	6351.00	36.20	35.28	104.00	0.60	97.47%	
12	38	6483	98.50	6384.50	35.93	35.43	43.00	0.26	98.48%	
<b>Total</b>	<b>6</b>	<b>235</b>	<b>40289</b>	<b>843.50</b>	<b>39445.50</b>	<b>223.75</b>	<b>219.09</b>	<b>353.50</b>	<b>2.09</b>	<b>97.91%</b>

*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’)*

MAG: Fewer than 10% of students will be suspended in the 2022-2023 SY.

Results: University Park achieved this goal, with 8.5% of students being suspended in the 2022-2023 school year. University Park prides itself on building relationships with students in order to keep discipline rates low. When infractions do occur, UPCS tries hard to use alternatives to suspension such as restorative justice practices, family meetings, work with guidance and adjustment counselors as well as utilization of short-term district programs such as, “The Safety Center.”

### Student promotion and [retention rates](#)

MAG: UPCS will have a 100% promotion rate.

**Results:** This goal was essentially met, with 98.7% of students being promoted for the next school year. The decision to not promote a few students came after careful consideration and conversation with caregivers about what was in the best interest of students. The faculty believe that the overall success of the promotion rate is due to the instructional autonomies and common frameworks that allow for engaged learners, support of struggling students and collaboration between adults to plan appropriate interventions.

### 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)

MAG: UPCS will maintain its adjusted 100% graduation rate.

Results: The 2022 4-year graduation rate was 97%, while the 5-year rate continues to be 100%. This is achieved by keeping students engaged through meaningful instruction, and by continuing to engage families in keeping students enrolled and active in school.

#### Cohort 2022 Graduation Rates

##### 4-Year Graduation Rate (2022)

4-Year Graduation Rate (2022)							
Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out	% Permanently Excluded
All Students	33	97.0	0.0	0.0	0.0	3.0	0.0
Male	20	100.0	0.0	0.0	0.0	0.0	0.0
Female	13	92.3	0.0	0.0	0.0	7.7	0.0
EL	13	100.0	0.0	0.0	0.0	0.0	0.0
Low income	27	96.3	0.0	0.0	0.0	3.7	0.0
High needs	29	96.6	0.0	0.0	0.0	3.4	0.0
Students w/ disabilities	6	100.0	0.0	0.0	0.0	0.0	0.0
Afr. Amer./Black	4	-	-	-	-	-	-
Asian	9	100.0	0.0	0.0	0.0	0.0	0.0
Hispanic/Latino	19	94.7	0.0	0.0	0.0	5.3	0.0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
White	-	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	1	-	-	-	-	-	-

5-Year Graduation Rate (2021)

5-Year Graduation Rate (2021)							
Student Group	# in Cohort	% Graduated	% Still in School	% Non-Grad Completers	% H.S. Equiv.	% Dropped Out	% Permanently Excluded
All Students	39	100.0	0.0	0.0	0.0	0.0	0.0
Male	13	100.0	0.0	0.0	0.0	0.0	0.0
Female	26	100.0	0.0	0.0	0.0	0.0	0.0
EL	11	100.0	0.0	0.0	0.0	0.0	0.0
Low income	31	100.0	0.0	0.0	0.0	0.0	0.0
High needs	32	100.0	0.0	0.0	0.0	0.0	0.0
Students w/ disabilities	7	100.0	0.0	0.0	0.0	0.0	0.0
Afr. Amer./Black	4	-	-	-	-	-	-
Asian	9	100.0	0.0	0.0	0.0	0.0	0.0
Hispanic/Latino	23	100.0	0.0	0.0	0.0	0.0	0.0
Amer. Ind. or Alaska Nat.	-	-	-	-	-	-	-
White	3	-	-	-	-	-	-
Nat. Haw. or Pacif. Isl.	-	-	-	-	-	-	-
Multi-race, Non-Hisp./Lat.	-	-	-	-	-	-	-

*Student [dropout rates](#), if applicable*

MAG: UPCS will have a 0% dropout rate.

Results: The most recent 2020-2021 data shows a 0% drop-out rate. Students who struggle are tracked carefully every five weeks in order to plan intervention around warning signs such as attendance, discipline, and grades. Interventions are planned in order to keep students engaged through tutoring, family meetings, mentorships, and small group instruction support.

*Superintendents and School/Academy Leaders should reflect and provide a brief description of your assessment on the most recently available [Next-Generation MCAS achievement data](#).*

*Superintendents and School/Academy Leaders are also encouraged to reflect and provide a description of your assessment on student performance outcomes on non-statewide assessments over prior years of available data. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.*

Reflection and assessment of 2022 Next-Generation MCAS performance:

As a grades 7-12 school, UPCS continues to see proficiency rates grow over the course of cohorts of students' time in the school. While we are still seeing the results of instruction lost to Covid, almost all scores have at least slightly improved since last year and the number of students who are at least "partially meeting expectations" are as follows in the 2021-2022 SY.

	ELA	MATH
7 <sup>th</sup> grade	66%	79%

8 <sup>th</sup> grade	67%	79%
10 <sup>th</sup> grades	90%	85%

1. Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.
2. Provide the most recent non-statewide data and/or visuals that are presented to the district's school committee or school/program leadership used for monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.
  - a. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.
  - b. Provide the results for all students and one or more student groups.
3. For comparison, include national and/or statewide comparison data for all students and by student group, if available.
4. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school.

GRADE LEVEL 07 - ENGLISH LANGUAGE ARTS																															
Student Group	School														District								State								
	Stud. Incl	Part. Rate	% at Each Level					Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level					Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level					Avg. Scaled Score	SGP	Included in Avg. SGP (#)
	#	%	E	M	P	M	N	M			#	%	E	M	P	M	N	M			#	%	E	M	P	M	N	M			
<b>Accountability Subgroups</b>																															
Students w/ Disabilities	6									5	368	97	0	1	21	77	462	38	274	14,247	97	0	10	38	52	473	43	12,263			
EL and Former EL	17	94	0	6	41	53	474			16	32	795	98	1	15	40	44	476	46	680	11,508	98	1	18	42	39	479	49	10,343		
Low Income	31	97	0	23	45	32	482	42		29	311	1,281	98	1	19	39	41	479	45	1,086	31,379	98	2	23	44	31	484	48	28,077		
High Needs	34	97	0	21	41	38	480	41		31	26	1,428	98	1	19	39	40	479	45	1,215	39,107	98	2	22	45	31	483	48	35,044		
African Amer./Black	5									5	284	99	2	27	36	35	485	49	250	6,552	98	2	24	44	29	485	51	5,844			
Amer. Ind. or Alaska Nat.	1									1	7								6	166	97	3	30	44	23	488	48	152			
Asian	3									2	91	99	7	36	33	24	495	59	84	4,933	99	15	52	24	9	508	59	4,579			
Hispanic/Latino	23	96	0	22	39	39	482	44		22	44	705	98	0	15	40	44	476	42	588	15,397	98	2	21	43	34	482	48	13,765		
Multi-Race, Non-Hisp./Lat.	4									3	90	98	7	23	42	28	488	48	77	2,983	98	8	37	39	16	486	51	2,685			
White	2									2	507	98	4	34	36	26	490	48	448	37,749	98	6	41	39	13	497	49	34,998			
<b>Other Subgroups</b>																															
Male	22	100	0	14	45	41	478			19	19	871	98	2	21	37	40	480	44	752	35,080	98	3	31	42	24	489	46	31,972		
Female	16	94	0	38	38	25	489			16	29	812	98	3	28	39	29	487	49	701	32,686	98	8	41	37	14	497	53	30,046		
Title 1	38	98	0	24	42	34	482	41		35	37	1,646	98	3	25	39	34	484	47	1,433	28,803	98	3	26	43	28	486	48	25,913		
Non-Disabled	32	100	0	28	44	28	486	42		30	18	1,316	98	3	31	43	23	489	48	1,179	53,607	99	7	43	40	11	498	51	49,825		
Non-Low Income	7									6	403	99	7	40	36	17	497	51	367	36,475	99	8	47	36	9	501	51	34,013			
EL	4									4	322	97	0	0	18	82	459	38	249	4,586	97	0	2	26	71	463	41	3,772			
Former EL	13	100	0	8	54	38	482			12	15	473	100	1	25	56	18	487	50	431	6,922	99	2	28	52	18	489	53	6,571		
Ever EL	22	96	0	18	41	41	480	40		20	41	938	98	2	22	38	38	481	47	815	14,209	98	3	23	40	34	483	50	12,913		
Homeless	4									3	150	98	1	11	32	55	472	42	121	1,227	97	1	14	40	45	475	45	975			
<b>All Students</b>																															
2022	38	98	0	24	42	34	482	41		35	21	1,684	98	2	24	38	35	483	46	1,453	67,872	98	5	36	40	19	493	50	62,095		

GRADE LEVEL 07 - MATHEMATICS																															
Student Group	School														District								State								
	Stud. Incl	Part. Rate	% at Each Level					Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level					Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level					Avg. Scaled Score	SGP	Included in Avg. SGP (#)
	#	%	E	M	P	M	N	M			#	%	E	M	P	M	N	M			#	%	E	M	P	M	N	M			
<b>Accountability Subgroups</b>																															
Students w/ Disabilities	7									6	364	97	0	2	23	74	462	43	269	14,168	96	1	9	42	49	473	47	12,172			
EL and Former EL	18	100	0	11	56	33	480			15	56	793	99	1	9	43	47	473	42	675	11,502	99	2	15	46	36	479	48	10,340		
Low Income	32	100	3	25	53	19	488	67		28	69	1,283	98	1	11	44	44	475	42	1,082	31,298	98	2	17	50	31	481	46	27,994		
High Needs	35	100	3	23	51	23	486	67		30	63	1,429	98	1	12	44	43	475	43	1,209	39,016	98	2	18	50	31	482	47	34,936		
African Amer./Black	5									5	284	99	2	17	44	37	479	47	251	6,564	99	1	16	50	33	480	48	5,861			
Amer. Ind. or Alaska Nat.	1									1	7								6	167	98	4	26	45	25	487	48	150			
Asian	3									2	91	99	9	36	33	22	495	52	84	4,949	100	29	41	23	6	514	60	4,589			
Hispanic/Latino	24	100	0	21	58	21	486	70		21	70	710	98	0	8	44	48	472	40	583	15,371	98	1	15	49	34	479	45	13,727		
Multi-Race, Non-Hisp./Lat.	4									3	90	99	6	20	42	32	485	45	76	2,965	98	9	31	42	18	495	51	2,675			
White	2									2	502	98	5	25	42	27	487	47	448	37,662	98	7	38	43	12	497	51	34,847			
<b>Other Subgroups</b>																															
Male	22	100	0	23	59	18	487			17	41	869	98	3	19	42	37	480	46	748	35,044	98	7	31	42	20	493	51	31,896		
Female	17	100	6	24	47	24	486			17	40	814	99	3	15	44	38	479	43	700	32,631	98	6	30	46	18	492	49	29,953		
Title 1	39	100	3	23	54	21	487	66		34	66	1,647	99	3	17	43	36	480	44	1,430	28,755	98	2	20	49	28	483	47	25,871		
Non-Disabled	32	100	3	28	53	16	491	66		28	40	1,320	99	4	21	48	27	484	45	1,179	53,583	99	8	36	44	11	497	51	49,743		
Non-Low Income	7									6	401	98	8	35	39	17	495	51	366	36,454	99	11	42	38	8	502	53	33,923			
EL	5									4	325	99	0	0	24	76	460	40	249	4,592	99	0	4	35	61	466	44	3,769			
Former EL	13	100	0	15	62	23	484			11	48	468	99	1	15	56	28	481	43	426	6,910	99	4	23	54	20	487	50	6,571		
Ever EL	23	100	4	13	57	26	485			19	58	940	99	3	14	41	42	478	43	812	14,207	99	4	19	45	31	483	49	12,912		
Homeless	4									3	149	98	1	6	45	48	471	43	119	1,216	96	1	9	44	46	473	43	952			
<b>All Students</b>																															
2022	39	100	3	23	54	21	487	66		34	41	1,684	98	3	17	43	38	480	44	1,448	67,777	98	7	31	44	19	492	50	61,922		

GRADE LEVEL 08 - MATHEMATICS																													
Student Group	School										District					State													
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.				
	#	%	E	M	P	M	N	M	SGP	(#)	#	%	E	M	P	M	N	M	SGP	(#)	#	%	E	M	P	M	N	M	SGP
<b>Accountability Subgroups</b>																													
Students w/ Disabilities	6								5	395	96	0	2	26	72	464	37	263	14,107	96	1	7	44	48	474	44	11,944		
EL and Former EL	20	92	0	20	55	25	482		19	62	677	97	0	8	46	46	474	44	509	10,677	98	2	13	50	35	480	48	9,402	
Low Income	34	95	0	32	47	21	488	62	31	63	1,322	97	2	12	48	39	478	45	984	31,860	97	2	17	53	29	483	47	28,021	
High Needs	36	95	0	31	47	22	487	62	33	62	1,436	98	2	11	49	38	478	45	1,077	39,224	97	2	17	53	28	483	47	34,539	
African Amer./Black	5								5	276	99	0	12	52	36	479	46	223	6,668	98	2	16	54	29	482	47	5,939		
Amer. Ind. or Alaska Nat.	1								1	1									1	158	98	4	25	56	16	490	52	138	
Asian	4								4	101	96	8	40	42	11	500	60	83	5,119	99	29	40	25	5	514	57	4,772		
Hispanic/Latino	23	93	0	22	61	17	484	53	21	53	701	97	1	9	47	43	476	43	504	15,808	98	2	16	52	31	481	47	13,825	
Multi-Race, Non-Hisp./Lat.	1								1	82	99	2	17	59	22	484	45	66	2,746	97	10	29	43	17	495	51	2,455		
White	4								3	524	98	4	20	51	25	486	47	426	39,433	98	7	36	46	11	497	50	36,258		
<b>Other Subgroups</b>																													
Male	19	95	0	37	53	11	491		19	50	864	98	2	15	47	36	480	46	664	36,057	98	7	29	45	19	493	48	32,637	
Female	19	95	0	26	42	32	483		16	24	821	98	3	16	52	30	482	46	639	33,839	98	7	30	49	15	494	51	30,722	
Title 1	38	95	0	32	47	21	487	63	35	62	1,651	98	2	15	50	32	482	46	1,287	28,446	98	3	20	52	25	485	48	25,172	
Non-Disabled	32	94	0	34	56	9	491	65	30	36	1,290	98	3	19	56	21	486	48	1,040	55,885	98	9	35	47	9	498	51	51,499	
Non-Low Income	4								4	363	99	6	28	53	13	493	50	319	38,130	99	11	40	41	7	502	52	35,422		
EL	10	92	0	10	50	40	476		9	86	329	96	0	2	32	66	465	40	227	4,746	98	0	3	40	56	469	44	3,876	
Former EL	10	91	0	30	60	10	489		10	62	348	98	1	13	59	27	482	48	282	5,931	99	3	21	58	18	488	51	5,526	
Ever EL	25	93	0	28	52	20	486	62	23	55	888	97	2	13	49	36	480	46	691	14,602	99	5	19	48	28	485	49	13,118	
Homeless	7								7	151	95	2	8	50	40	477	48	95	1,311	96	1	9	48	43	475	44	1,014		
<b>All Students</b>																													
2022	38	95	0	32	47	21	487	63	35	37	1,685	98	2	15	49	33	481	46	1,303	70,014	98	7	29	47	17	493	50	63,450	

GRADE LEVEL 08 - ENGLISH LANGUAGE ARTS																													
Student Group	School										District					State													
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.				
	#	%	E	M	P	M	N	M	SGP	(#)	#	%	E	M	P	M	N	M	SGP	(#)	#	%	E	M	P	M	N	M	SGP
<b>Accountability Subgroups</b>																													
Students w/ Disabilities	6								3	397	97	0	3	25	72	462	39	268	14,166	96	1	9	40	50	472	43	12,012		
EL and Former EL	22	100	0	5	50	45	470	50	21	21	681	98	1	12	44	43	475	52	519	10,684	98	1	16	44	40	477	49	9,437	
Low Income	36	100	0	22	44	33	479	48	30	22	1,322	98	2	20	43	35	481	50	995	31,923	97	2	23	45	30	484	47	28,121	
High Needs	38	100	0	21	45	34	479	48	32	22	1,436	98	2	20	42	36	481	50	1,091	39,319	97	2	22	46	30	484	47	34,681	
African Amer./Black	5								4	276	99	3	28	38	32	485	53	226	6,683	98	2	25	46	27	486	51	5,949		
Amer. Ind. or Alaska Nat.	1									1									159	98	2	30	38	31	487	44	141		
Asian	4								4	101	99	10	36	41	14	499	61	83	5,128	99	18	50	25	7	509	58	4,767		
Hispanic/Latino	25	100	0	20	48	32	480	47	22	32	702	98	2	15	43	40	478	48	509	15,805	98	2	22	43	32	483	48	13,853	
Multi-Race, Non-Hisp./Lat.	1								1	79	95	8	25	51	16	491	49	68	2,762	97	8	38	39	16	497	50	2,480		
White	4								3	526	98	6	30	40	24	490	52	432	39,546	98	7	40	39	13	498	49	36,428		
<b>Other Subgroups</b>																													
Male	20	100	0	20	50	30	479		19	19	864	98	3	19	40	38	480	49	672	36,107	98	4	30	42	23	490	48	32,691	
Female	20	100	0	25	40	35	481		15	8	821	98	5	29	42	24	489	53	646	33,938	98	9	41	37	13	499	52	30,900	
Title 1	40	100	0	23	45	33	480	49	34	28	1,646	99	4	24	42	30	485	51	1,296	28,504	98	3	27	44	26	487	48	25,247	
Non-Disabled	34	100	0	26	50	24	484	52	31	12	1,288	99	6	30	46	18	491	54	1,050	55,975	99	8	42	40	10	499	51	51,661	
Non-Low Income	4								4	363	100	11	38	37	15	499	55	323	38,217	99	10	46	35	9	503	52	35,552		
EL	11	100	0	3	36	64	460		10	46	332	99	0	1	27	71	461	45	233	4,731	97	0	2	29	69	461	43	3,889	
Former EL	11	100	0	9	64	27	480		11	13	349	99	2	23	60	15	488	57	286	5,953	99	2	27	55	17	489	53	5,548	
Ever EL	27	100	0	11	52	37	476	51	24	22	893	99	3	22	41	34	482	53	701	14,608	98	3	24	41	32	484	50	13,143	
Homeless	7								7	151	96	3	16	36	45	478	52	98	1,315	97	1	13	43	43	475	45	1,033		
<b>All Students</b>																													
2022	40	100	0	23	45	33	480	49	34	15	1,685	98	4	24	41	31	485	51	1,318	70,160	98	7	35	40	18	494	50	63,679	



GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																												
Student Group	School													District							State							
	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg.	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg.	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg.
	#	%	E	M	P	N	M		SGP (#)		#	%	E	M	P	N	M		SGP (#)	#	%	E	M	P	N	M		SGP (#)
<b>Accountability Subgroups</b>																												
Students w/ Disabilities	5								5	366	92	0	6	42	52	471	33	279	12,613	95	1	19	54	26	485	45	10,624	
EL and Former EL	12	100	0	25	50	25	485		11	57	448	95	1	16	46	37	478	41	305	6,896	95	1	20	49	30	481	50	4,601
Low Income	34	100	3	50	35	12	496	64	31	45	1,286	96	2	30	47	21	489	42	1,047	28,269	97	3	36	46	14	493	47	23,996
High Needs	36	100	3	50	36	11	496	64	33	55	1,379	96	2	30	47	22	488	42	1,116	35,003	97	3	35	47	15	493	48	29,635
African Amer./Black	8								7	346	98	3	37	46	15	493	48	271	6,217	98	3	38	46	13	494	50	5,180	
Asian	4								4	119	100	9	56	25	9	503	51	103	4,718	99	19	59	17	4	514	56	4,205	
Hispanic/Latino	24	100	0	46	38	17	493	55	22	44	748	95	2	26	49	23	486	40	617	14,317	96	3	35	45	17	492	48	11,816
White	3								3	454	96	6	44	38	12	499	42	382	39,481	98	10	55	30	4	506	50	36,115	
<b>Other Subgroups</b>																												
Male	20	100	0	50	35	15	491		18	23	859	96	2	29	48	21	488	43	713	34,443	98	6	45	39	10	499	49	30,281
Female	19	100	5	53	37	5	503		18	35	868	97	5	42	39	14	496	43	715	32,743	98	12	54	29	6	507	51	29,231
Title 1	39	100	3	51	36	10	497	62	36	62	1,686	97	4	36	44	16	493	43	1,409	23,160	97	4	40	44	12	495	48	20,110
Non-Disabled	34	100	3	59	32	6	501	64	31	29	1,362	98	5	43	44	8	498	45	1,150	54,783	98	11	56	29	4	506	51	49,063
Non-Low Income	5								5	442	98	8	50	35	7	503	46	382	39,127	99	13	59	26	3	509	52	35,691	
EL	9								9	303	93	0	4	44	52	468	32	187	3,981	93	0	4	48	48	4	470	43	2,111
Former EL	3								2	145	99	2	41	52	5	497	56	118	2,915	98	2	41	51	6	496	57	2,490	
Ever EL	29	100	3	55	31	10	499	61	28	61	958	97	4	34	43	20	491	45	784	13,728	97	4	37	42	17	492	51	11,107
Foster	1								1	22	82	0	5	41	55	472		13	485	87	0	21	51	28	482	38	383	
Homeless	4								3	127	97	2	22	54	22	486	43	96	989	93	2	21	49	29	483	44	685	
<b>All Students</b>																												
2022	39	100	3	51	36	10	497	62	36	28	1,728	96	4	35	44	17	492	43	1,429	67,396	98	9	49	34	8	503	50	59,687

GRADE LEVEL 10 - MATHEMATICS																												
Student Group	School													District							State							
	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg.	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg.	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg.
	#	%	E	M	P	N	M		SGP (#)		#	%	E	M	P	N	M		SGP (#)	#	%	E	M	P	N	M		SGP (#)
<b>Accountability Subgroups</b>																												
Students w/ Disabilities	5								5	358	91	0	4	34	62	470	36	271	12,480	95	2	13	53	33	482	47	10,495	
EL and Former EL	12	100	0	8	58	33	479		11	39	444	95	1	9	46	44	476	44	297	6,818	96	3	14	51	32	482	49	4,584
Low Income	34	100	6	18	59	18	489	51	31	30	1,273	96	2	19	50	29	484	43	1,032	27,954	96	3	25	52	19	490	46	23,720
High Needs	36	100	6	17	61	17	489	52	33	35	1,365	96	2	18	50	29	484	43	1,100	34,669	96	4	25	53	19	490	47	29,339
African Amer./Black	8								7	344	97	1	23	53	23	486	46	268	6,159	98	2	24	53	20	488	46	5,133	
Asian	4								4	116	97	16	43	33	9	506	57	101	4,709	99	37	41	18	4	521	57	4,203	
Hispanic/Latino	24	100	0	21	54	25	484	44	22	28	739	96	1	14	53	32	481	40	603	14,147	96	3	23	53	21	488	44	11,685
White	3								3	453	96	5	36	42	17	495	44	384	39,350	98	13	46	36	6	505	52	35,992	
<b>Other Subgroups</b>																												
Male	20	100	5	20	55	20	488		18	14	850	95	3	22	50	25	487	46	701	34,224	98	12	38	39	11	501	53	30,126
Female	19	100	5	21	63	11	491		18	25	864	97	4	25	48	23	489	41	711	32,591	98	10	39	41	10	501	47	29,080
Title 1	39	100	5	21	59	15	490	51	36	45	1,679	97	4	24	49	23	488	43	1,398	22,975	97	4	29	50	16	492	47	19,947
Non-Disabled	34	100	6	24	62	9	493	52	31	20	1,357	97	4	29	53	14	492	45	1,142	54,548	98	14	44	37	5	505	51	48,886
Non-Low Income	5								5	442	98	7	38	45	10	499	45	381	39,074	99	17	48	31	4	509	53	35,661	
EL	9								9	302	94	0	1	39	59	468	36	182	3,906	95	1	4	48	47	473	43	2,090	
Former EL	3								2	142	98	4	24	61	12	492	57	115	2,912	99	5	27	57	12	493	53	2,494	
Ever EL	29	100	7	28	52	14	493	51	28	53	949	96	3	22	49	26	487	46	770	13,601	97	7	25	48	20	491	49	11,043
Foster	1								1	19	74	0	5	42	53	469		11	482	88	0	12	60	28	480	40	382	
Homeless	4								3	126	97	1	14	56	29	481	41	95	974	93	1	14	53	32	481	42	675	
<b>All Students</b>																												
2022	39	100	5	21	59	15	490	51	36	20	1,715	96	3	24	49	24	488	43	1,413	67,028	98	11	38	40	10	501	50	59,381

*Reduction of proficiency gaps in academic underperformance (not MCAS related, such as access to AP/honors-level courses) and reduction of non-academic disparities (such as discipline rates, access to the arts, civic engagement, and extra-curricular activities)*

UPCS remains one of the highest achieving schools in the state for low-income and traditionally underserved populations. 92% of students take advanced coursework (AP and dual enrollment) with 38% of graduating seniors passing at least one AP exam. These data, along with the school’s 100% graduation rate and college acceptance rate are achieved with a 90.1% non-white population.

<b>Enrollment by Race/Ethnicity (2022-23)</b>			
<b>Race</b>	<b>% of School</b>	<b>% of District</b>	<b>% of State</b>
African American	13.4	16.7	9.4
Asian	14.3	6.2	7.3
Hispanic	55.4	45.8	24.2
Native American	0.0	0.2	0.2
White	12.9	26.9	54.4
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	4.0	4.1	4.4



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

Describe any revisions or updates made to the approved innovation plan during the 2022-2023 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 to the school's innovation plan made during the past two school years, which may not have been previously identified. Be sure to include which autonomies are impacted and when implementation of these revisions or updates began or will take place.*

No revisions or updates.

## **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 provide a copy of the new or revised innovation plan to the Department via the [district survey for innovation schools](#).

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.

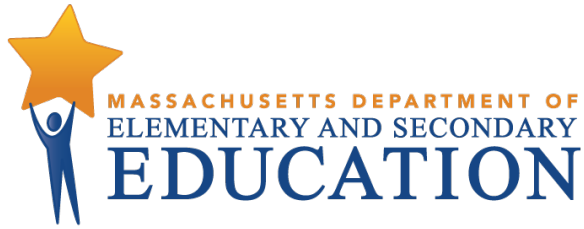
*Provide the date of the school committee's approval of the renewed innovation plan. If available at the time of submission, include a link to the school committee minutes for when the renewed plan was approved. Submit through the [district survey for innovation schools](#) a copy of the revised/updated or reauthorized version of the innovation school plan*

School Committee Approval on July 20, 2023

***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.



## **Innovation Schools Annual Evaluation**

Goddard Scholars Academy at Sullivan Middle School

---

For School Year 2022-2023

### **Worcester Public Schools**

Superintendent Dr. Rachel Monárrez  
monarrezr@worcesterschools.net

### **Goddard Scholars Academy at Sullivan Middle School**

Principal Shannon Conley  
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### **Massachusetts Department of Elementary and Secondary Education**

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Commissioner

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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 prior school year should be submitted by August 1 each year. Questions and completed evaluations should be submitted via the [district survey for innovation schools](#). Please note the requested filename format “Innovation School Annual Evaluation *[insert school year]\_[insert School name\_District name]*.”

## Innovation School/Academy Information

<b>School/Academy Name:</b> <b>Goddard Scholars Academy at Sullivan Middle School</b>	
<b>School Type</b> (New/Conversion/Academy): Academy	<b>District Name:</b> Worcester
<b>Year Innovation Status Granted:</b> March 24, 2011	<b>School Year Implementation Commenced:</b> 2011-2012
<b>Grades Served:</b> 6, 7, 8	<b>Total Enrollment:</b> 150
<p><b>Mission:</b> The Goddard Scholars Academy (GSA) provides a rigorous and accelerated academic program in a safe, nurturing and personalized atmosphere. The student body is a select group of Worcester Public Schools' students, grades 6th through 8th, 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 partnership with South High School and Clark University.</p>	
<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 pride, discipline and integrity in engaging with challenging academics. This is accomplished through reading, writing, discourse, the arts, social interaction, and application of critical thinking skills and digital literacies. GSA students engage in practices that promote social justice and civic responsibility.</p>	
<p><b>Educational Model:</b> <b>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 encourage students to aspire to the highest levels of talent development. <b>Key Design Elements:</b> Grade 6 to 7<sup>th</sup> and 8<sup>th</sup> grade program (full implementation in 2012-13); on-going implementation of gifted and talented educational strategies inclusive of enrichment selection, performance band, after school activities and an accelerated mathematics curriculum so that students complete algebra in grade 8.</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 groups 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 2022-2023 school year.*

The **Curriculum** of the GSA aligns with the Massachusetts Frameworks and the Common Core Standards in all 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, focused note taking, annotating, debating, Circles, Socratic Seminars and Philosophical Chairs.

For the 6<sup>th</sup> grade Read Side by Side and the C.I.A (collect-interpret-apply) approach was integrated into the ELA curriculum. StudySync was utilized in grades 7 and 8 in English Language Arts. Big Ideas Math will be used for 7<sup>th</sup> and 8<sup>th</sup> grade mathematics and a new scope and sequence was devised based upon the frameworks and the need for the Algebra sequence acceleration for students. enVisions Math continues to be used in 6<sup>th</sup> grade. Additionally, students in the 6<sup>th</sup> grade are provided with a seminar class in which they participate in digital literacy, restorative and community circles, instrumental practice, and organizational opportunities. GSA staff members contributed to creating and implementing school-wide common assessments. The civics curriculum became more immersive this year and students had the opportunity to participate in Discovering Justice, Model UN, and Project 351, and make community connections through the Civics Action Project.

Spanish language instruction, currently 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. Students work to earn HS credit for this class during 7<sup>th</sup> and 8<sup>th</sup> grade. Sixth grade students, during their enrichment or seminar time, also receive an introduction to the Spanish language. All GSA students learn to play an instrument for the GSA performance band.

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. Teachers also participate in CPT (common planning time). Meetings are used to schedule parent conferences, discuss student academic and socio-emotional concerns, to plan GSA events, and to support staff. CPT focused upon data analysis in regards to curriculum and on social emotional learning.

***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 2022-2023 school year.*

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 district has recently procured texts for the coming school year for English, Mathematics and Social Studies department. The purchase of technology, materials and supplies, copying equipment leases, funding for field trips, funding for school events, and additional pay for teachers to work beyond contractual hours are ways in which the budget autonomy is exercised.

***Challenges:***

There are no challenges currently in utilizing the per pupil funding that the WPS district allocates to the GSA.

***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 2022-2023 school year.*

The **Scheduling and Calendar Autonomy** allows GSA to maximize time on learning and to allow for flexible grouping and scheduling to meet students' needs. Students participate in a weekly band sectional, daily Enrichment classes, have guest speakers, participate in performances, and go on a variety of field trips as this scheduling flexibility allows. Teachers have Common Planning Time and Professional Learning Communities because of the schedule as well. This does not deviate from district policy or contractual obligations.

**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 2022-2023 school year.*

The **Hiring Autonomy** is exercised when it is necessary to fill an opening within GSA. The Hiring Committee consists of **three current GSA staff members**, an administrator, and a family/community member with a student enrolled in GSA. Hiring is not done through the bidding process but all WPS employees are eligible to apply for positions within the GSA. The principal has final say in the candidate hired, according to MGL.

**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 2022-2023 school year.*

An abundance of professional development was offered by Sullivan Middle School and the Worcester Public School district this school year that GSA staff participated in.

This autonomy was not requested in the innovation plan this year.

**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 2022-2023 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<sup>1</sup>; 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 groups:
  - 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 group 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 prior 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

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<sup>1</sup> Superintendents and School/Academy leaders should reflect on the most recently available MCAS data and provide a brief description of their assessment of performance. Additionally, data on student performance for non-statewide assessments over time may be provided and assessed. For more information on how to discuss academic performance, see the instructions found on pages 7-8.

- 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)*

Year	Academy	Grade	Att%
22-23	GSA	6	96.1%
22-23	GSA	7	95.5%
22-23	GSA	8	95.3%
		Total	95.7%

*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’)*

SY23 Discipline Action Summary

Action Description	# of Infractions
Infractions	0
Suspensions	0

There were 15 unique incidents where a GSA student was marked as ‘Offender’, however none resulted in suspension

*Student promotion and [retention rates](#)*

100% of all students in grades 6, 7, and 8 were 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

*Superintendents and School/Academy Leaders should reflect and provide a brief description of your assessment on the most recently available [Next-Generation MCAS achievement data](#).*

*Superintendents and School/Academy Leaders are also encouraged to reflect and provide a description of your assessment on student performance outcomes on non-statewide assessments over prior years of available data. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.*

Reflection and assessment of 2022 Next-Generation MCAS performance:

SY22 ELA Avg Scaled Score	SY22 MATH Avg Scaled Score	SY22 SCI Avg Scaled Score
519.0	519.5	525

1. Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.
2. Provide the most recent non-statewide data and/or visuals that are presented to the district’s school committee or school/program leadership used for monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.
  - a. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.
  - b. Provide the results for all students and one or more student groups.
3. For comparison, include national and/or statewide comparison data for all students and by student group, if available.
4. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school

GRADE LEVEL 06 - ENGLISH LANGUAGE ARTS																											
Student Group	School										District							State									
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pct	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)		
	#	%	E	M	P	N	M			#	%	E	M	P	N	M		#	%	E	M	P	N	M			
<b>Accountability Subgroups</b>																											
Students w/ Disabilities	1									398	97	0	5	25	70	464	46	301	14,162	98	1	10	34	55	472	43	12,335
EL and Former EL	12	100	8	83	8	0	511		11	99	913	99	220	40	38	480	57	774	12,311	98	2	18	37	42	479	48	11,331
Low Income	27	100	22	67	11	0	516	49	25	99	1,282	99	222	39	36	482	56	1,082	30,372	98	3	21	41	36	482	46	27,711
High Needs	30	100	20	70	10	0	515	48	28	99	1,436	99	223	39	36	482	56	1,216	38,426	98	3	22	41	35	482	47	35,020
African Amer./Black	8								8		284	100	427	39	31	487	55	255	6,162	99	3	22	40	35	482	48	5,561
Asian	4								4		73	98	841	34	16	499	67	67	4,734	100	20	43	26	10	508	59	4,449
Hispanic/Latino	10	100	10	80	10	0	508		9	98	754	99	219	38	40	479	57	625	15,082	99	3	19	39	39	480	46	13,748
Multi-Race, Non-Hisp./Lat.	5								4		72	99	338	32	28	489	49	58	2,894	99	11	37	33	19	497	51	2,642
White	23	100	22	70	9	0	518	52	23	96	449	99	635	37	23	492	56	395	37,198	99	9	40	36	15	498	50	34,753
<b>Other Subgroups</b>																											
Male	23	100	4	87	9	0	511	42	21	96	803	99	222	38	38	481	53	673	34,124	99	6	30	38	26	490	48	31,394
Female	27	100	33	59	7	0	521	55	27	98	831	99	531	37	27	489	59	728	32,098	99	10	37	35	18	497	52	29,893
Title 1	50	100	20	72	8	0	517	49	48	99	1,597	100	427	38	32	486	56	1,375	28,378	99	4	25	40	32	485	48	25,999
Non-Disabled	49	100	20	71	8	0	517	49	48	93	1,236	100	534	41	20	492	59	1,100	52,096	99	10	40	37	13	499	51	48,983
Non-Low Income	23	100	17	78	4	0	517	49	23	93	352	100	842	32	18	498	56	319	35,882	99	13	44	33	11	503	53	33,607
Former EL	12	100	8	83	8	0	511		11	97	528	100	431	52	13	493	62	482	7,439	100	4	29	47	20	490	52	7,170
Ever EL	23	100	30	65	4	0	518	49	22	99	996	99	422	39	35	483	57	848	13,796	99	4	21	37	39	481	49	12,734
<b>All Students</b>																											
2022	50	100	20	72	8	0	517	49	48	98	1,634	99	427	37	32	485	56	1,401	66,273	99	8	33	36	22	493	50	61,319

GRADE LEVEL 06 - MATHEMATICS																											
Student Group	School										District							State									
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pct	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)		
	#	%	E	M	P	N	M			#	%	E	M	P	N	M		#	%	E	M	P	N	M			
<b>Accountability Subgroups</b>																											
Students w/ Disabilities	1									399	97	0	4	39	57	470	48	299	14,107	98	1	11	46	42	477	44	12,262
EL and Former EL	12	100	17	58	25	0	515		11	97	914	99	121	52	27	484	60	769	12,307	99	2	21	49	29	484	49	11,326
Low Income	27	100	33	52	15	0	520	61	25	99	1,282	99	120	52	26	484	58	1,079	30,347	99	1	21	52	26	484	46	27,622
High Needs	30	100	30	53	17	0	519	59	28	99	1,437	99	122	51	26	485	59	1,212	38,390	99	2	22	52	25	485	47	34,911
African Amer./Black	8								8		284	100	323	50	24	487	58	254	6,166	99	1	19	51	29	483	46	5,554
Asian	4								4		73	93	551	36	8	503	65	67	4,741	100	24	48	23	5	514	62	4,447
Hispanic/Latino	10	100	10	60	30	0	510		9	98	751	99	118	53	28	482	58	620	15,076	99	1	19	52	28	483	46	13,721
Multi-Race, Non-Hisp./Lat.	5								4		72	99	431	43	22	491	62	57	2,882	99	8	40	39	14	498	50	2,629
White	23	100	13	74	13	0	516	50	23	97	452	99	437	44	15	493	59	397	37,162	99	5	45	41	9	499	51	34,657
<b>Other Subgroups</b>																											
Male	23	100	9	70	22	0	512	39	21	93	804	98	226	49	23	487	59	673	34,124	99	6	36	42	16	495	49	31,318
Female	27	100	33	52	15	0	520	60	27	99	830	99	326	49	23	487	59	723	32,057	99	5	37	44	14	495	50	29,823
Title 1	50	100	22	60	18	0	516	51	48	99	1,593	99	226	50	22	488	59	1,364	28,334	99	2	25	51	23	487	47	25,914
Non-Disabled	49	100	22	59	18	0	516	51	48	94	1,235	99	333	52	12	493	62	1,097	52,109	99	6	44	42	8	499	51	48,910
Non-Low Income	23	100	9	70	22	0	512	39	23	87	352	99	547	38	10	500	61	317	35,864	99	9	50	35	6	504	53	33,550
Former EL	12	100	17	58	25	0	515		11	96	527	100	132	58	9	492	64	478	7,424	100	4	31	53	12	493	53	7,141
Ever EL	23	100	26	57	17	0	519	51	22	97	997	99	224	50	25	486	60	843	13,787	99	3	23	47	27	486	49	12,726
<b>All Students</b>																											
2022	50	100	22	60	18	0	516	51	48	98	1,634	99	226	49	23	487	59	1,396	66,235	99	5	37	43	15	495	50	61,173

*Reduction of proficiency gaps in academic underperformance (not MCAS related, such as access to AP/honors-level courses) and reduction of non-academic disparities (such as discipline rates, access to the arts, civic engagement, and extra-curricular activities)*

N/A



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

Describe any revisions or updates made to the approved innovation plan during the [insert 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 to the school's innovation plan made during the past two school years, which may not have been previously identified. Be sure to include which autonomies are impacted and when implementation of these revisions or updates began or will take place.*

**Admittance criteria** was updated as it was reliant upon MCAS scores. This went through district approval  
GSA CRITERIA 2023/24 - 6TH GRADE

STAR scores in Reading and Math from:

4th grade spring  
5th grade fall  
5th grade winter

We will utilize the HIGHEST of those scores.  
Our cut will be the 75th percentile.

If a child only took one of those tests, then we will just take that one score, if they only took two, we will just look at the two.

Goddard scholars academy begins in the 6th grade. Students apply to the GSA by **invitation**. Invitations to apply will be sent to 5th grade **Worcester** residents who received STAR Scores in both reading and mathematics that are above the 75th percentile. We will look at 4th grade spring, 5th grade fall, and 5th grade winter scores and use the highest of those scores for each area. If a child only took one of those tests, then we will just take that one score, if they only took two, we will just look at the two. Once invitations are sent out applicants will be put into two tiers.

### **Tier 1**

STAR scores in reading and math in the 85th percentile or better

### **Tier 2**

STAR scores in reading and math in the 75th percentile or better

Selection Process:

There are a total of 50 seats available.

Tier 1 students who apply will be ranked and accepted in that order. A public lottery will be used to fill the remaining seats after the ranking.

In the case that we do not fill seats from tier 1 then Tier 2 will be chosen during a PUBLIC lottery to fill the remaining 50 seats.

A waiting list will be created during the lottery to fill any open seats that become available during 6th and 7th grade. Seats that become available will be filled from that waiting list.

**Hiring committee-** no longer necessary as the school district no longer allows teachers to openly bid and be awarded positions.

## 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 provide a copy of the new or revised innovation plan to the Department via the [district survey for innovation schools](#).

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.

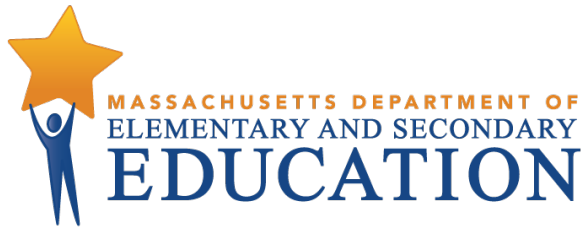
*Provide the date of the school committee's approval of the renewed innovation plan. If available at the time of submission, include a link to the school committee minutes for when the renewed plan was approved. Submit through the [district survey for innovation schools](#) a copy of the revised/updated or reauthorized version of the innovation school plan*

School Committee Approval on July 20, 2023.

***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.



## **Innovation Schools Annual Evaluation**

Claremont Academy

---

For School Year 2022-2023

### **Worcester Public Schools**

Superintendent Dr. Rachel Monárrez  
monarrezr@worcesterschools.net

### **Claremont Academy**

Principal Angela Plant  
planta@worcesterschools.net

### **Massachusetts Department of Elementary and Secondary Education**

The Office of Charter Schools and School Redesign  
75 Pleasant Street, Malden, MA 02148-4906  
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Commissioner

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Describe any revisions or updates made to the approved innovation plan during the 2018-2019 school year.	18
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Innovation schools or academies not seeking renewal .....	20

## 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 prior school year should be submitted by August 1 each year. Questions and completed evaluations should be submitted via the [district survey for innovation schools](#). Please note the requested filename format “Innovation School Annual Evaluation *[insert school year]\_[insert School name\_District name]*.”



## Innovation School/Academy Information

<b>School/Academy Name:</b> Claremont Academy <b>2022-2023</b>	
<b>School Type (New/Conversion/Academy):</b> Academy	<b>District Name:</b> Worcester Public Schools
<b>Year Innovation Status Granted:</b> 2015	<b>School Year Implementation Commenced:</b> 2015-2016
<b>Grades Served:</b> 7-12	<b>Total Enrollment:</b> 484
<b>Mission:</b>	
<p>The Claremont Academy Innovation, Early College Wall to Wall Full Impact School strives to ensure that all of its Main South students realize the power of their minds and hearts and develop their capabilities as readers, writers, problem-solvers, communicators, creators, collaborators, and civic-minded contributors to their community. To guide and support every student on a pathway to college, career, and civic readiness. To provide the majority of students, in tandem with our college partners, with early college academic experiences such as visiting, auditing, and taking courses; and to qualify every student for postsecondary education, with at least three-fourths enrolling at a two- or four-year college within a year of the fall following graduation.</p>	
<b>Vision:</b>	
<p>Claremont will fulfill its mission by committing to college and career as common goals, to community and civic mindedness as core values, and to each and every student as a powerful thinker and important community member capable of postsecondary learning and contributing to the betterment of the world. Our sense of community is grounded in the concept of Ubuntu adopted by the Claremont staff during its redirection process several years ago—"I am because we are!" All students will participate in a unique neighborhood-based and partnership-supported college going culture and curriculum shaped by the following design elements:</p> <ul style="list-style-type: none"> <li>● An all-honors foundational curriculum built on the idea of students as powerful thinkers;</li> <li>● A curriculum in which career, community, and early college learning are integrated;</li> <li>● A curriculum in which socio-emotional learning is integrated;</li> <li>● A personalized College, Career, and Civic Readiness Plan;</li> <li>● An assessment process which charts students' progress in college, career, and civic readiness and which involves them in public "Gateway" demonstrations of their learning;</li> <li>● A strategically aligned partnership and professional community, spanning Pre-K – College, designed to support students;</li> <li>● A process of tracking students' progress in postsecondary learning, building a stronger connection between secondary and postsecondary experience; and</li> <li>● A professional learning community built on the idea of teachers as powerful learners of practice.</li> </ul>	
<b>Educational Model:</b>	
<p>The Educational Model of our school is a team-based organization. We have structured our meetings to be team-based grade level meetings weekly as well as monthly department based meetings. Ensuring that all staff members collaborate with teams in development and design of lesson plans, curriculum design, professional learning and caregiver engagement.</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 groups 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 2022-2023 school year.*

We maintain an all-honors curriculum within our building.

Claremont Academy was awarded the Early College Full Impact Wall to Wall Grant by the State of Massachusetts to close academic achievement gaps and increase college readiness and post-secondary retention.

The ability for students to take courses at Clark University, Worcester State University and Quinsigamond Community College (Early College programs the latter two) has enhanced the opportunities of our students and allowed us flexibility to plan and redesign courses, programming and increase enrollment in early college coursework with our partner schools, WSU and QCC. Having the flexibility in our schedule to allow students the opportunity to enhance their curriculum through these courses is vital in supplementing the diverse needs of our students.

Having a departmental and team-based approach to our curriculum has been vital. We have begun work to robustly and purposefully implement our Claremont Characteristics of (Perseverance, Collaboration, Communication, Research, Analysis and Ubuntu). Teams have implemented the Claremont Assessment and Reflection to demonstrate both teacher and student knowledge of the Characteristics for supporting powerful teaching and student learning. Restructuring of My Cap Conferences, restructuring of Characteristic rubrics and ongoing enhancement of Gateway projects has helped to support this work. The entire team collaborates to increase student achievement by collaborating on our Claremont Professional Learning Practices. These include utilizing instructional rounds, looking at student work, collaborative lesson planning - and the implementation of our school-wide rubrics designed around our six Characteristics.

Gateways at Grade 8, 10 and 12 provide students with multiple means to demonstrate their readiness or emergence in these characteristics as well as support research-based learning. Grade 12 are required to perform Gateways as part of their graduation requirement. MyCap Conferences in grades 7, 9 and 11 embark upon college, career and civic mindedness projects that are portfolio based and support research-based learning.

The neighboring community has returned to our building after COVID to offer evening adult ESL classes, certificate classes in both Spanish and English. Our building is also open to the Green Pastures Church on Sundays.

### ***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 2022-2023 school year.*

N/A

**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 2022-2023 school year.*

Claremont Academy follows the WPS school calendar and has adopted the district wide meeting time of the first and third Monday of each month for staff and department meetings respectively. We continue to have grade level team meetings on a weekly basis. We also have designed for the 2023-24 school year blocked periods of 110 minutes in preparation for our Early College classes that will be taught on our campus by our staff who have become adjunct faculty by QCC and WSU

**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 2022-2023 school year.*

Claremont Academy has had the autonomy to work outside of the District's collective bargaining agreement in this area. Although the District model now offers essentially the same hiring model. Rubrics were created to interview and rate candidates. Many teachers had a voice in the development of this process. Depending on the number of candidates, the process follows these steps:

- The paperwork committee (approximately 3 members) determines 3-5 candidates with suitable licenses, experience and recommendations to forward to the next committee.
- The 3-5 candidates come in for a ten-question interview process with approximately five committee members including a staff, community and/or student member.
- The candidates are then screened further by performing a demo lesson in front of a student classroom.
- The paperwork and evaluation of each committee then goes to the final "tally" committee (3 people) who send the final two recommendations to the Principal.

As a result, to hire for one position, approximately 14 people are involved. Our belief is that this process benefits the teachers hired as well as to the students and staff involved in the hiring.

### ***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 2022-2023 school year.*

Teacher voice plays a role as well as District mandates in shaping the PD offered. For example, in years past staff have worked to: improve the Gateway implementation, engage in Culturally Relevant Pedagogy and to identify how the Claremont Characteristics are developed and taught within each department. The bulk of our PD for the 2022-23 year was focused on Collaborative Problem Solving (CPS, ThinkKids) As a part of our Early College Wall to Wall grant, we incorporated additional PL with Achievement Net (ANet) working on High Quality Tasks for math and Writing for College Preparedness. And specific support to our grade 9 team in preparation for all grade 10 students to take the early college First Year Experience course taught by a QCC professor and a Claremont Academy teacher with adjunct status. We also engaged in three days of PD at the end of the school year in which our own staff demonstrated ways to extend academic complexity in all classes at all grade levels. In addition, the building principal brought together a Focus Team of staff to work on streamlining our best practices and support academic and discipline systems to students and staff.

### ***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 2022-2023 school year.*

Claremont Academy assumes the District policies and procedures.

Our Innovation Advisory Board has been in existence since the beginning of the Innovation plan and represents faculty, student, parent and community partners. We plan to resume our 2-3 times a year meeting with the Advisory Board in the 22-23 (this was not achieved) school year and then extend our Site Council to incorporate more of our Early College Wall To Wall plans. Additionally, our bi-monthly Instructional Leadership Team (ILT) meetings focused on school wide support and in our second meeting on embedding Early College plans.

## 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<sup>1</sup>; 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 groups:
  - 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 group 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 prior 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

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<sup>1</sup> Superintendents and School/Academy leaders should reflect on the most recently available MCAS data and provide a brief description of their assessment of performance. Additionally, data on student performance for non-statewide assessments over time may be provided and assessed. For more information on how to discuss academic performance, see the instructions found on pages 7-8.

- 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)*

**Student Attendance SY23:**

Avg. Attendance Rate = 92%

Absence Category	% of Student Pop.
Low	41.8%
Moderate	28.1%
Chronic	21.9%
Excessive	7.7%
Mostly	0.5%
<b>Grand Total</b>	<b>100.0%</b>

*With the introduction of a Wrap Around Coordinator we have seen an improvement in our attendance rate. The team support of School Adjustment Counselors, Wrap Around Coordinator has helped us to target interventions for students and inform teachers of concerns so that they can support students via classroom support, online support (use of Google Classroom). In addition, the WAC sits on our Climate & Culture Committee and this collaboration has improved our school culture and climate.*

*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’)*

**Student Discipline SY23:**

ER = 19

IHS = 13

OOS = 50

With the implementation of Collaborative Problem Solving (CPS) school wide we have seen a decline in the number of suspensions this school year. As we further work to train all staff in use of CPS we hope to see a reduction of student lagging skills and improvement in staff use and implementation of clear expectations and use of CPS to support students in their time of need and to reduce out of class time due to behavior concerns. We hope to have a Dean of Students/Coping Room budgeted to us so that we can effectively support students in crisis in real time along with additional counseling (i.e., Stepping Stones).

*Student promotion and retention rates*

For the 2022-2023 school year:

Student Group	Enrolled #	Retained #	Retained %	01 #	02 #	03 #	04 #	05 #	06 #	07 #	08 #	09 #	10 #	11 #	12
All Students	484	0	0.0							0	0	0	0	0	0

*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)*

For the 2021-2022 school year:  
 2022 4-year Graduation Rate was 88.8%  
 2022 4-year Adjusted Cohort Graduation rate was 97.0%  
 2021 5-year Graduation Rate was 84.9%  
 2021 5-year Adjusted Cohort Graduation rate was 90.2%

*We are seeing improvement in our 4-year graduation rate with support from the development of our Early College Wall to Wall grant program, resources such as after school homework help (Power Hour) and PLATO credit recovery program.*

*Student [dropout rates](#), if applicable*

**SY22**

<u>Student Group</u>	<u># Enrolled Grades 09 through 12</u>	<u># Dropout All Grades</u>	<u>% Dropout All Grades</u>	<u>% Dropout Grade 09</u>	<u>% Dropout Grade 10</u>	<u>% Dropout Grade 11</u>	<u>% Dropout Grade 12</u>
All Students	340	18	5.3	5.6	4.9	3.8	6.7

*Unfortunately, we have seen an increase in our dropout rate. In planning for SY 23-24 we will create a retention team to implement interventions to reduce the number of students dropping out of school.*

*Superintendents and School/Academy Leaders should reflect and provide a brief description of your assessment on the most recently available [Next-Generation MCAS achievement data](#).*

*Superintendents and School/Academy Leaders are also encouraged to reflect and provide a description of your assessment on student performance outcomes on non-statewide assessments over prior years of available data. To assist schools or programs in this discussion, please follow the prompts below. The Department does not expect schools to create new data reports for the purposes of this evaluation submission. Only provide and discuss the tables or visuals or data dashboards that your school or program typically uses to analyze overall student performance outcomes.*

**Reflection and assessment of 2022-2023 Next-Generation MCAS performance:**

Our students continue to participate at high rates in our MCAS testing. The use of STAR testing data and ACCESS testing data illustrates the same information as shown here. Our students continue to fall short of “exceeding” or “meeting expectations” in Next-Gen MCAS performance. We utilize after school tutoring in all three subject areas as well as on Saturdays to improve student achievement performance.

It is evident that more rigorous student instruction is needed to help advance student performance. This work was addressed in summer PD 2023 and will be the focus of our Professional Learning Communities (PLC), Instructional Leadership Team (ILT) and the PD for our SY 23-24 staff meetings.

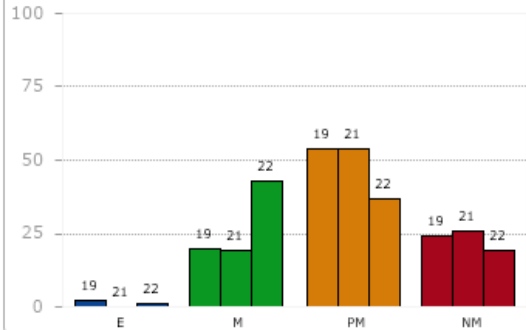


**GRADE 10 - ENGLISH LANGUAGE ARTS**  
**ACHIEVEMENT LEVEL**

	2019	2021	2022
Exceeding Expectations (E)	2	0	1
Meeting Expectations (M)	20	19	43
Partially Meeting Expectations (PM)	54	54	37
Not Meeting Expectations (NM)	24	26	19

2022 Participation Rate = 97%

**GRADE 10 - ENGLISH LANGUAGE ARTS**  
**Percentage of Students by Achievement Level**

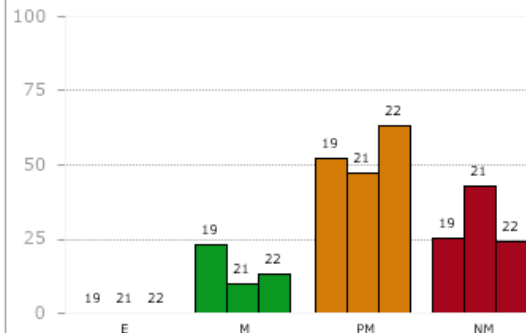


**GRADE 10 - MATHEMATICS**  
**ACHIEVEMENT LEVEL**

	2019	2021	2022
Exceeding Expectations (E)	0	0	0
Meeting Expectations (M)	23	10	13
Partially Meeting Expectations (PM)	52	47	63
Not Meeting Expectations (NM)	25	43	24

2022 Participation Rate = 99%

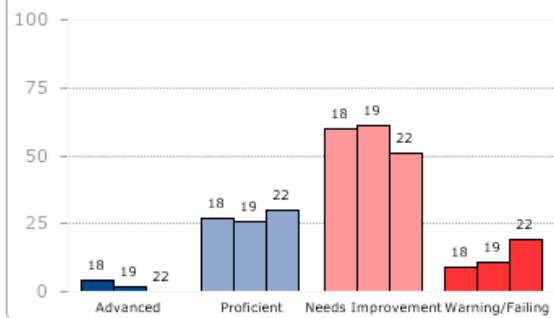
**GRADE 10 - MATHEMATICS**  
**Percentage of Students by Achievement Level**



**GRADE 10 - SCIENCE AND TECH/ENG (on Legacy Scale)**  
**ACHIEVEMENT LEVEL**

	2018	2019	2022
ADVANCED	4	2	0
PROFICIENT	27	26	30
NEEDS IMPROVEMENT	60	61	51
FAILING	9	11	19

**GRADE 10 - SCIENCE AND TECH/ENG**  
**Percentage of Students by Achievement Level (on Legacy Scale)**

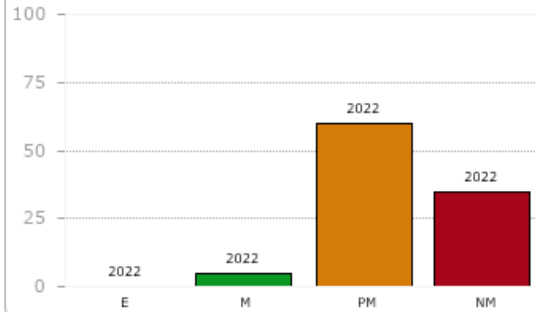


**GRADE 10 - SCIENCE AND TECH/ENG (on NextGen Scale)**  
**ACHIEVEMENT LEVEL** **2022**

Exceeding Expectations (E)	0
Meeting Expectations (M)	5
Partially Meeting Expectations (PM)	60
Not Meeting Expectations (NM)	35

2022 Participation Rate = 99%

**GRADE 10 - SCIENCE AND TECH/ENG**  
**Percentage of Students by Achievement Level**  
**(on NextGen Scale)**

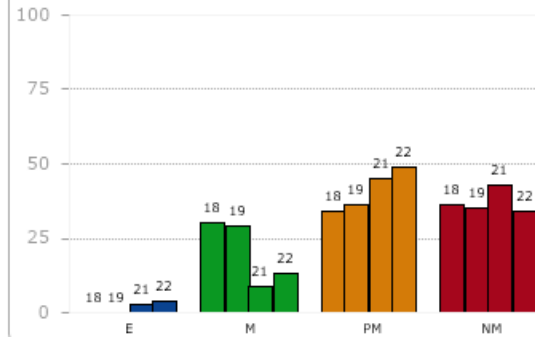


**GRADE 08 - ENGLISH LANGUAGE ARTS**  
**ACHIEVEMENT LEVEL** **2018 2019 2021 2022**

Exceeding Expectations (E)	0	0	3	4
Meeting Expectations (M)	30	29	9	13
Partially Meeting Expectations (PM)	34	36	45	49
Not Meeting Expectations (NM)	36	35	43	34

2022 Participation Rate = 99%

**GRADE 08 - ENGLISH LANGUAGE ARTS**  
**Percentage of Students by Achievement Level**

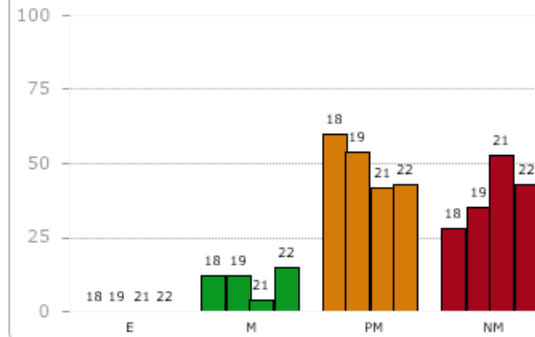


**GRADE 08 - MATHEMATICS**  
**ACHIEVEMENT LEVEL** **2018 2019 2021 2022**

Exceeding Expectations (E)	0	0	0	0
Meeting Expectations (M)	12	12	4	15
Partially Meeting Expectations (PM)	60	54	42	43
Not Meeting Expectations (NM)	28	35	53	43

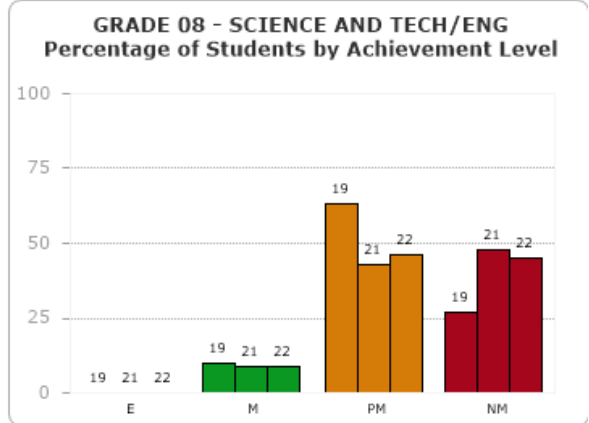
2022 Participation Rate = 98%

**GRADE 08 - MATHEMATICS**  
**Percentage of Students by Achievement Level**



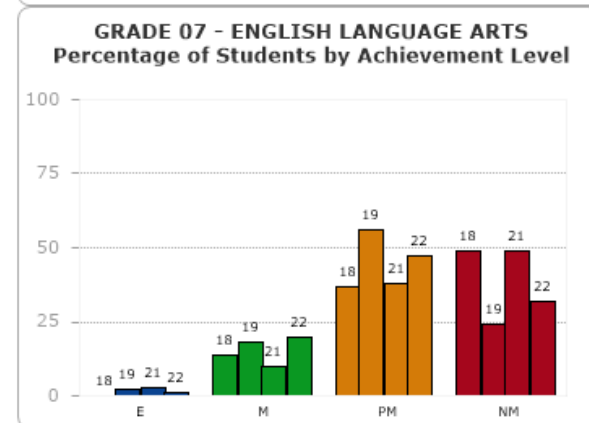
GRADE 08 - SCIENCE AND TECH/ENG				
ACHIEVEMENT LEVEL		2019	2021	2022
<span style="color:blue">■</span>	Exceeding Expectations (E)	0	0	0
<span style="color:green">■</span>	Meeting Expectations (M)	10	9	9
<span style="color:orange">■</span>	Partially Meeting Expectations (PM)	63	43	46
<span style="color:red">■</span>	Not Meeting Expectations (NM)	27	48	45

2022 Participation Rate = 98%



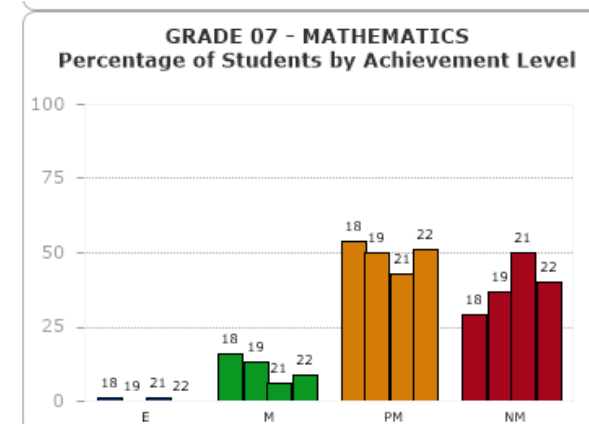
GRADE 07 - ENGLISH LANGUAGE ARTS					
ACHIEVEMENT LEVEL		2018	2019	2021	2022
<span style="color:blue">■</span>	Exceeding Expectations (E)	0	2	3	1
<span style="color:green">■</span>	Meeting Expectations (M)	14	18	10	20
<span style="color:orange">■</span>	Partially Meeting Expectations (PM)	37	56	38	47
<span style="color:red">■</span>	Not Meeting Expectations (NM)	49	24	49	32

2022 Participation Rate = 100%



GRADE 07 - MATHEMATICS					
ACHIEVEMENT LEVEL		2018	2019	2021	2022
<span style="color:blue">■</span>	Exceeding Expectations (E)	1	0	1	0
<span style="color:green">■</span>	Meeting Expectations (M)	16	13	6	9
<span style="color:orange">■</span>	Partially Meeting Expectations (PM)	54	50	43	51
<span style="color:red">■</span>	Not Meeting Expectations (NM)	29	37	50	40

2022 Participation Rate = 100%



1. Name the assessment(s) or tool(s) the school uses to measure student performance for English language arts, mathematics, and science and technology/engineering, if available, and what type of data is being tracked (e.g., formative, or summative). If a commercially available assessment/tool is not used to track performance, indicate that the non-statewide assessment was developed internally and for which subject.
2. Provide the most recent non-statewide data and/or visuals that are presented to the district's school committee or school/program leadership used for monitoring and evaluative purposes. Examples may include reports of absolute scores, within-year

student gains/losses, and year-to-year student gains/losses, for English language arts, mathematics, and science and technology/engineering, if available.

- a. Provide the results by grade level, and if available, in the aggregate when the same tool is used for multiple grades (e.g., grades K-4). Be sure to identify the number of students included in the reported figures, if not readily displayed.
  - b. Provide the results for all students and one or more student groups.
3. For comparison, include national and/or statewide comparison data for all students and by student group, if available.
  4. If national and/or statewide comparison data is not available by student group, schools should explain any observed trends and/or anomalies when analyzing student group performance outcomes within the school.

GRADE LEVEL 07 - ENGLISH LANGUAGE ARTS																													
Student Group	School										District						State												
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.				
	#	%	E	M	P	M	N	Score	SGP	SGP (#)	#	%	E	M	P	M	N	Score	SGP	SGP (#)	#	%	E	M	P	M	N	Score	SGP
<b>Accountability Subgroups</b>																													
Students w/ Disabilities	12	100	0	0	33	67	465			11	22	368	97	0	1	21	77	462	38	274	14,247	97	0	10	38	52	473	43	12,263
EL and Former EL	65	100	0	17	45	38	477	47		61	45	795	98	1	15	40	44	476	46	680	11,508	98	1	18	42	39	479	49	10,343
Low Income	72	100	0	19	44	36	479	48		68	21	1,281	98	1	19	39	41	479	45	1,086	31,379	98	2	23	44	31	484	48	28,077
High Needs	83	100	0	20	47	33	480	48		79	26	1,428	98	1	19	39	40	479	45	1,215	39,107	98	2	22	45	31	483	48	35,044
African Amer./Black	7									7		284	99	2	27	36	35	485	49	250	6,552	98	2	24	44	29	485	51	5,844
Asian	7									7		91	99	7	36	33	24	495	59	84	4,933	99	15	52	24	9	508	59	4,579
Hispanic/Latino	64	100	0	13	58	30	478	47		61	28	705	98	0	15	40	44	476	42	588	15,397	98	2	21	43	34	482	48	13,765
Multi-Race, Non-Hisp./Lat.	1									1		90	98	7	23	42	28	488	48	77	2,983	98	8	37	39	16	496	51	2,685
White	6									5		507	98	4	34	36	26	490	48	448	37,749	98	6	41	39	13	497	49	34,998
<b>Other Subgroups</b>																													
Male	35	100	3	20	54	23	485	52		32	41	871	98	2	21	37	40	480	44	752	35,080	98	3	31	42	24	489	46	31,972
Female	50	100	0	20	42	38	478	46		49	6	812	98	3	28	39	29	487	49	701	32,686	98	8	41	37	14	497	53	30,046
Title 1	85	100	1	20	47	32	481	49		81	30	1,646	98	3	25	39	34	484	47	1,433	28,803	98	3	26	43	28	486	48	25,913
Non-Disabled	73	100	1	23	49	26	484	49		70	13	1,316	98	3	31	43	23	489	48	1,179	53,607	99	7	43	40	11	498	51	49,825
Non-Low Income	13	100	8	23	62	8	492			13	20	403	99	7	40	36	17	497	51	367	36,475	99	8	47	36	9	501	51	34,013
EL	20	100	0	0	20	80	458			17	16	322	97	0	0	18	82	459	38	249	4,586	97	0	2	26	71	463	41	3,772
Former EL	45	100	0	24	56	20	486	49		44	36	473	100	1	25	56	18	487	50	431	6,922	99	2	28	52	18	489	53	6,571
Ever EL	68	100	1	19	43	37	479	48		64	38	938	98	2	22	38	38	481	47	815	14,209	98	3	23	40	34	483	50	12,913
Homeless	7									6		150	98	1	11	32	55	472	42	121	1,227	97	1	14	40	45	475	45	975
<b>All Students</b>																													
2022	85	100	1	20	47	32	481	49		81	17	1,684	98	2	24	38	35	483	46	1,453	67,872	98	5	36	40	19	493	50	62,095

GRADE LEVEL 07 - MATHEMATICS																													
Student Group	School										District						State												
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg.				
	#	%	E	M	P	M	N	Score	SGP	SGP (#)	#	%	E	M	P	M	N	Score	SGP	SGP (#)	#	%	E	M	P	M	N	Score	SGP
<b>Accountability Subgroups</b>																													
Students w/ Disabilities	12	100	0	0	25	75	462			11	14	364	97	0	2	23	74	462	43	269	14,168	96	1	9	42	49	473	47	12,172
EL and Former EL	65	100	0	8	48	45	471	37		61	20	793	99	1	9	43	47	473	42	675	11,502	99	2	15	46	36	479	48	10,340
Low Income	72	100	0	6	50	44	472	35		68	12	1,283	98	1	11	44	44	475	42	1,082	31,298	98	2	17	50	31	481	46	27,994
High Needs	83	100	0	7	52	41	473	36		79	13	1,429	98	1	12	44	43	475	43	1,209	39,016	98	2	18	50	31	482	47	34,936
African Amer./Black	7									7		284	99	2	17	44	37	479	47	251	6,564	99	1	16	50	33	480	48	5,861
Asian	7									7		91	99	9	36	33	22	495	52	84	4,949	100	29	41	23	6	514	60	4,589
Hispanic/Latino	64	100	0	8	50	42	472	38		61	19	710	98	0	8	44	48	472	40	583	15,371	98	1	15	49	34	479	45	13,727
Multi-Race, Non-Hisp./Lat.	1									1		90	99	6	20	42	32	485	45	76	2,965	98	9	31	42	18	495	51	2,675
White	6									5		502	98	5	25	42	27	487	47	448	37,662	98	7	38	43	12	497	51	34,847
<b>Other Subgroups</b>																													
Male	35	100	0	17	57	26	479	36		32	21	869	98	3	19	42	37	480	46	748	35,044	98	7	31	42	20	493	51	31,896
Female	50	100	0	4	46	50	470	37		49	6	814	99	3	15	44	38	479	43	700	32,631	98	6	30	46	18	492	49	29,953
Title 1	85	100	0	9	51	40	474	36		81	18	1,647	99	3	17	43	36	480	44	1,430	28,755	98	2	20	49	28	483	47	25,871
Non-Disabled	73	100	0	11	55	34	476	36		70	10	1,320	99	4	21	48	27	484	45	1,179	53,583	99	8	36	44	11	497	51	49,743
Non-Low Income	13	100	0	31	54	15	485			13	11	401	98	8	35	39	17	495	51	366	36,454	99	11	42	38	8	502	53	33,923
EL	20	100	0	0	30	70	462			17	31	325	99	0	0	24	76	460	40	249	4,592	99	0	4	35	61	466	44	3,769
Former EL	45	100	0	11	56	33	475	35		44	10	468	99	1	15	56	28	481	43	426	6,910	99	4	23	54	20	487	50	6,571
Ever EL	68	100	0	9	49	43	472	36		64	18	940	99	3	14	41	42	478	43	812	14,207	99	4	19	45	31	483	49	12,912
Homeless	7									6		149	98	1	6	45	48	471	43	119	1,216	96	1	9	44	46	473	43	952
<b>All Students</b>																													
2022	85	100	0	9	51	40	474	36		81	11	1,684	98	3	17	43	38	480	44	1,448	67,777	98	7	31	44	19	492	50	61,922

GRADE LEVEL 08 - ENGLISH LANGUAGE ARTS																																			
Student Group	School										District						State																		
	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)							
	#	%	E	M	P	M	NM			#	%	E	M	P	M	NM			#	%	E	M	P	M	NM			#	%	E	M	P	M	NM	
<b>Accountability Subgroups</b>																																			
Students w/ Disabilities	12	100	0	0	42	58	466			8	28	397	97	0	3	25	72	462	39	268	14,166	96	1	9	40	50	472	43	12,012						
EL and Former EL	62	99	3	6	50	40	476	55	45	43	681	98	1	12	44	43	475	52	519	10,684	98	1	16	44	40	477	49	9,437							
Low Income	75	99	4	12	49	35	480	54	52	24	1,322	98	2	20	43	35	481	50	995	31,923	97	2	23	45	30	484	47	28,121							
High Needs	80	99	4	13	49	35	480	54	56	24	1,436	98	2	20	42	36	481	50	1,091	39,319	97	2	22	46	30	484	47	34,681							
African Amer./Black	6								3		276	99	3	28	38	32	485	53	226	6,683	98	2	25	46	27	486	51	5,949							
Asian	7								5		101	99	10	36	41	14	499	61	83	5,128	99	18	50	25	7	509	58	4,767							
Hispanic/Latino	60	99	3	12	48	37	478	52	43	26	702	98	2	15	43	40	478	48	509	15,805	98	2	22	43	32	483	48	13,853							
White	9								6		526	98	6	30	40	24	490	52	432	39,546	98	7	40	39	13	498	49	36,428							
<b>Other Subgroups</b>																																			
Male	39	100	3	13	44	41	476	48	25	15	864	98	3	19	40	38	480	49	672	36,107	98	4	30	42	23	490	48	32,691							
Female	43	98	5	14	53	28	483	59	32	13	821	98	5	29	42	24	489	53	646	33,938	98	9	41	37	13	499	52	30,900							
Title 1	82	99	4	13	49	34	480	54	57	29	1,646	99	4	24	42	30	485	51	1,296	28,504	98	3	27	44	26	487	48	25,247							
Non-Disabled	70	99	4	16	50	30	483	55	49	10	1,288	99	6	30	46	18	491	54	1,050	55,975	99	8	42	40	10	499	51	51,661							
Non-Low Income	7								5		363	100	11	38	37	15	499	55	323	38,217	99	10	46	35	9	503	52	35,552							
EL	31	97	0	0	29	71	461	49	22	55	332	99	0	1	27	71	461	45	233	4,731	97	0	2	29	69	461	43	3,889							
Former EL	31	100	6	13	71	10	491	62	23	61	349	98	2	23	60	15	488	57	286	5,953	99	2	27	55	17	489	53	5,548							
Ever EL	70	99	3	10	51	36	478	55	48	30	893	99	3	22	41	34	482	53	701	14,608	98	3	24	41	32	484	50	13,143							
Homeless	7								4		151	96	3	16	36	45	478	52	98	1,315	97	1	13	43	43	475	45	1,033							
<b>All Students</b>																																			
2022	82	99	4	13	49	34	480	54	57	16	1,685	98	4	24	41	31	485	51	1,318	70,160	98	7	35	40	18	494	50	63,679							

GRADE LEVEL 08 - MATHEMATICS																																			
Student Group	School										District						State																		
	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level				Avg. Scaled Score	SGP	Included in Avg. SGP (#)							
	#	%	E	M	P	M	NM			#	%	E	M	P	M	NM			#	%	E	M	P	M	NM			#	%	E	M	P	M	NM	
<b>Accountability Subgroups</b>																																			
Students w/ Disabilities	12	100	0	0	25	75	464			8	12	395	96	0	2	26	72	464	37	263	14,107	96	1	7	44	48	474	44	11,944						
EL and Former EL	62	97	0	13	40	47	474	44	45	29	677	97	0	8	46	46	474	44	509	10,677	98	2	13	50	35	480	48	9,402							
Low Income	75	99	0	15	43	43	477	46	52	19	1,322	97	2	12	48	39	478	45	984	31,860	97	2	17	53	29	483	47	28,021							
High Needs	80	98	0	14	43	44	476	45	56	16	1,436	98	2	11	49	38	478	45	1,077	39,224	97	2	17	53	28	483	47	34,539							
African Amer./Black	6								3		276	99	0	12	52	36	479	46	223	6,668	98	2	16	54	29	482	47	5,939							
Asian	7								5		101	96	8	40	42	11	500	60	83	5,119	99	29	40	25	5	514	57	4,772							
Hispanic/Latino	60	97	0	12	48	40	476	43	43	20	701	97	1	9	47	43	476	43	504	15,808	98	2	16	52	31	481	47	13,825							
White	9								6		524	98	4	20	51	25	486	47	426	39,433	98	7	36	46	11	497	50	36,258							
<b>Other Subgroups</b>																																			
Male	39	98	0	21	41	38	479	44	25	18	864	98	2	15	47	36	480	46	664	36,057	98	7	29	45	19	493	48	32,637							
Female	43	98	0	9	44	47	475	46	32	7	821	98	3	16	52	30	482	46	639	33,839	98	7	30	49	15	494	51	30,722							
Title 1	82	98	0	15	43	43	477	45	57	20	1,651	98	2	15	50	32	482	46	1,287	28,446	98	3	20	52	25	485	48	25,172							
Non-Disabled	70	97	0	17	46	37	479	46	49	10	1,290	98	3	19	56	21	486	48	1,040	55,885	98	9	35	47	9	498	51	51,499							
Non-Low Income	7								5		363	99	6	28	53	13	493	50	319	38,130	99	11	40	41	7	502	52	35,422							
EL	31	95	0	3	35	61	466	42	22	41	329	96	0	2	32	66	465	40	227	4,746	98	0	3	40	56	469	44	3,876							
Former EL	31	100	0	23	45	32	482	46	23	30	348	98	1	13	59	27	482	48	282	5,931	99	3	21	58	18	488	51	5,526							
Ever EL	70	97	0	16	43	41	477	45	48	25	888	97	2	13	49	36	480	46	691	14,602	99	5	19	48	28	485	49	13,118							
Homeless	7								4		151	95	2	8	50	40	477	48	95	1,311	96	1	9	48	43	475	44	1,014							
<b>All Students</b>																																			
2022	82	98	0	15	43	43	477	45	57	12	1,685	98	2	15	49	33	481	46	1,303	70,014	98	7	29	47	17	493	50	63,450							



GRADE LEVEL 08 - SCIENCE AND TECH/ENG																																							
Student Group	School										District					State																							
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)														
	#	%	E	M	P	M	N	M	Score		#	%	E	M	P	M	N	M	Score		#	%	E	M	P	M	N	M	Score		#	%	E	M	P	M	N	M	Score
<b>Accountability Subgroups</b>																																							
Students w/ Disabilities	12	100	0	0	25	75	463	N/A	N/A	11	386	95	0	3	29	68	464	N/A	N/A	13,967	95	1	12	41	46	476	N/A	N/A											
EL and Former EL	62	97	0	5	42	53	471	N/A	N/A	23	673	97	0	8	45	47	473	N/A	N/A	10,608	98	1	14	45	40	477	N/A	N/A											
Low Income	75	99	0	7	47	47	473	N/A	N/A	9	1,309	97	1	15	46	38	478	N/A	N/A	31,571	96	2	21	48	30	483	N/A	N/A											
High Needs	80	98	0	6	48	46	473	N/A	N/A	9	1,422	97	1	14	46	38	478	N/A	N/A	38,916	97	2	22	48	29	484	N/A	N/A											
African Amer./Black	6						N/A	N/A		272	98	1	14	50	35	479	N/A	N/A	6,629	98	1	20	49	31	482	N/A	N/A												
Asian	7						N/A	N/A		100	96	7	33	45	15	496	N/A	N/A	5,100	99	1	18	50	26	7	509	N/A	N/A											
Hispanic/Latino	60	97	0	7	48	45	473	N/A	N/A	12	695	97	0	12	44	44	475	N/A	N/A	15,674	97	1	19	47	33	481	N/A	N/A											
White	9						N/A	N/A		519	97	4	27	46	23	488	N/A	N/A	39,191	97	7	44	39	11	499	N/A	N/A												
<b>Other Subgroups</b>																																							
Male	39	98	0	13	38	49	475	N/A	N/A	10	857	97	2	19	44	35	481	N/A	N/A	35,812	98	6	36	38	19	494	N/A	N/A											
Female	43	98	0	5	53	42	473	N/A	N/A	6	812	97	2	17	49	32	482	N/A	N/A	33,640	97	5	36	43	16	494	N/A	N/A											
Title 1	82	98	0	9	46	45	474	N/A	N/A	15	1,638	98	2	19	47	32	482	N/A	N/A	28,235	97	2	25	46	27	486	N/A	N/A											
Non-Disabled	70	97	0	10	50	40	476	N/A	N/A	6	1,283	98	3	23	51	23	486	N/A	N/A	55,584	98	7	42	40	10	498	N/A	N/A											
Non-Low Income	7						N/A	N/A		360	98	6	31	48	15	494	N/A	N/A	37,978	98	9	49	35	7	503	N/A	N/A												
EL	31	95	0	0	26	74	462	N/A	N/A	35	326	96	0	2	25	73	462	N/A	N/A	4,707	97	0	3	31	66	465	N/A	N/A											
Former EL	31	100	0	10	58	32	479	N/A	N/A	19	347	97	1	14	63	23	482	N/A	N/A	5,901	98	1	23	56	19	487	N/A	N/A											
Ever EL	70	97	0	9	44	47	473	N/A	N/A	17	884	97	1	15	46	38	478	N/A	N/A	14,519	98	3	21	44	32	483	N/A	N/A											
Homeless	7						N/A	N/A		148	94	1	13	39	47	474	N/A	N/A	1,292	95	0	13	43	43	475	N/A	N/A												
<b>All Students</b>																																							
2022	82	98	0	9	46	45	474	N/A	N/A	8	1,669	97	2	18	46	33	481	N/A	N/A	69,571	97	6	36	41	18	494	N/A	N/A											

GRADE LEVEL 10 - ENGLISH LANGUAGE ARTS																																							
Student Group	School										District					State																							
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pctl	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)														
	#	%	E	M	P	M	N	M	Score		#	%	E	M	P	M	N	M	Score		#	%	E	M	P	M	N	M	Score		#	%	E	M	P	M	N	M	Score
<b>Accountability Subgroups</b>																																							
Students w/ Disabilities	10	100	0	30	50	20	486			10	54	366	92	0	6	42	52	471	33	279	12,613	95	1	19	54	26	485	45	10,624										
EL and Former EL	30	97	0	23	33	43	477	64	21	28	448	95	1	16	46	37	478	41	305	6,896	95	1	20	49	30	481	50	4,601											
Low Income	61	97	2	41	38	20	490	59	51	22	1,286	96	2	30	47	21	489	42	1,047	28,269	97	3	36	46	14	493	47	23,996											
High Needs	64	97	2	41	38	20	490	60	53	22	1,379	96	2	30	47	22	488	42	1,116	35,003	97	3	35	47	15	493	48	29,635											
African Amer./Black	11	100	0	45	36	18	486		9	13	346	98	3	37	46	15	493	48	271	6,217	98	3	38	46	13	494	50	5,180											
Asian	5								5	119	100	9	56	25	9	503	51	103	4,718	99	19	59	17	4	514	56	4,205												
Hispanic/Latino	48	98	2	35	42	21	489	51	41	30	748	95	2	26	49	23	486	40	617	14,317	96	3	35	45	17	492	48	11,816											
Multi-Race, Non-Hisp./Lat.	1								1		59	97	7	36	46	12	496	41	54	2,471	97	13	49	32	6	506	51	2,209											
White	5								3	454	96	6	44	38	12	499	42	382	39,481	98	10	55	30	4	506	50	36,115												
<b>Other Subgroups</b>																																							
Male	42	98	0	40	38	21	488	64	34	14	859	96	2	29	48	21	488	43	713	34,443	98	6	45	39	10	499	49	30,281											
Female	28	97	4	46	36	14	494	53	25	13	868	97	5	42	39	14	496	43	715	32,743	98	12	54	29	6	507	51	29,231											
Title 1	70	97	1	43	37	19	491	59	59	35	1,686	97	4	36	44	16	493	43	1,409	23,160	97	4	40	44	12	495	48	20,110											
Non-Disabled	60	97	2	45	35	18	491	59	49	8	1,362	98	5	43	44	8	498	45	1,150	54,783	98	11	56	29	4	506	51	49,063											
Non-Low Income	9	100							8	442	98	8	50	35	7	503	46	382	39,127	99	13	59	26	3	509	52	35,691												
EL	21	96	0	10	29	62	467		13	32	303	93	0	4	44	52	468	32	187	3,981	93	0	4	48	48	470	43	2,111											
Former EL	9								8	145	99	2	41	52	5	497	56	118	2,915	98	2	41	51	6	496	57	2,490												
Ever EL	58	98	2	40	36	22	490	59	49	32	958	97	4	34	43	20	491	45	784	13,728	97	4	37	42	17	492	51	11,107											
Foster	2								1	22	82	0	5	41	55	472		13	485	87	0	21	51	28	482	38	383												
Homeless	6								4	127	97	2	22	54	22	486	43	96	989	93	2	21	49	29	483	44	685												
<b>All Students</b>																																							
2022	70	97	1	43	37	19	491	59	59	13	1,728	96	4	35	44	17	492	43	1,429	67,396	98	9	49	34	8	503	50	59,687											

GRADE LEVEL 10 - MATHEMATICS																															
Student Group	School											District											State								
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pct	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)						
	#	%	E	M	P	M	N	M	#	%	E	M	P	M	N	M	#	%	E	M	P	M	N	M	#						
<b>Accountability Subgroups</b>																															
Students w/ Disabilities	10	100	0	0	60	40	472			10	12	358	91	0	4	34	62	470	36			271	12,480	95	2	13	53	33	482	47	10,495
EL and Former EL	31	100	0	6	42	52	472	47	22	11	444	95	1	9	46	44	476	44	297	6,818	96	3	14	51	32	482	49	4,584			
Low Income	62	99	0	15	61	24	481	45	52	9	1,273	96	2	19	50	29	484	43	1,032	27,954	96	3	25	52	19	490	46	23,720			
High Needs	65	99	0	14	60	26	481	45	54	8	1,365	96	2	18	50	29	484	43	1,100	34,669	96	4	25	53	19	490	47	29,339			
African Amer./Black	11	100	0	0	55	45	471		9	3	344	97	1	23	53	23	486	46	268	6,159	98	2	24	53	20	488	46	5,133			
Asian	5								5		116	97	16	43	33	9	506	57	101	4,709	99	37	41	18	4	521	57	4,203			
Hispanic/Latino	49	100	0	8	71	20	481	43	42	16	739	96	1	14	53	32	481	40	603	14,147	96	3	23	53	21	488	44	11,685			
Multi-Race, Non-Hisp./Lat.	1								1		61	98	5	20	59	16	489	44	55	2,471	97	16	37	37	10	503	50	2,204			
White	5								3		453	96	5	36	42	17	495	44	384	39,350	98	13	46	36	6	505	52	35,992			
<b>Other Subgroups</b>																															
Male	42	98	0	12	67	21	482	49	34	7	850	95	3	22	50	25	487	46	701	34,224	98	12	38	39	11	501	53	30,126			
Female	29	100	0	14	59	28	481	42	26	8	864	97	4	25	48	23	489	41	711	32,591	98	10	39	41	10	501	47	29,080			
Title 1	71	99	0	13	63	24	482	46	60	18	1,679	97	4	24	49	23	488	43	1,398	22,975	97	4	29	50	16	492	47	19,947			
Non-Disabled	61	99	0	15	64	21	483	46	50	6	1,357	97	4	29	53	14	492	45	1,142	54,548	98	14	44	37	5	505	51	48,886			
Non-Low Income	9	100							8		442	98	7	38	45	10	499	45	381	39,074	99	17	48	31	4	509	53	35,661			
EL	22	100	0	0	36	64	466		14	9	302	94	0	1	39	59	468	36	182	3,906	95	1	4	48	47	473	43	2,090			
Former EL	9								8		142	98	4	24	61	12	492	57	115	2,912	99	5	27	57	12	493	53	2,494			
Ever EL	59	100	0	12	59	29	481	46	50	13	949	96	3	22	49	26	487	46	770	13,601	97	7	25	48	20	491	49	11,043			
Foster	2								1		19	74	0	5	42	53	469		11	482	88	0	12	60	28	480	40	382			
Homeless	6								4		126	97	1	14	56	29	481	41	95	974	93	1	14	53	32	481	42	675			
<b>All Students</b>																															
2022	71	99	0	13	63	24	482	46	60	8	1,715	96	3	24	49	24	488	43	1,413	67,028	98	11	38	40	10	501	50	59,381			

GRADE LEVEL 10 - SCIENCE AND TECH/ENG																												
Student Group	School											District											State					
	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Ach. Pct	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)	Stud. Incl	Part. Rate	% at Each Level			Avg. Scaled Score	SGP	Included in Avg. SGP (#)			
	#	%	E	M	P	M	N	M	#	%	E	M	P	M	N	M	#	%	E	M	P	M	N	M	#			
<b>Accountability Subgroups</b>																												
Students w/ Disabilities	9	100					N/A	N/A			337	95	0	3	28	68	469	N/A	N/A	12,198	96	1	14	48	37	481	N/A	N/A
EL and Former EL	25	100	0	0	40	60	472	N/A	N/A	28	433	97	1	8	36	55	474	N/A	N/A	6,290	96	1	12	44	43	477	N/A	N/A
Low Income	49	99	0	6	57	37	478	N/A	N/A	10	1,206	97	2	17	45	37	482	N/A	N/A	26,796	97	3	23	49	25	487	N/A	N/A
High Needs	51	99	0	6	57	37	477	N/A	N/A	10	1,298	97	2	16	44	38	481	N/A	N/A	33,311	97	3	23	50	24	488	N/A	N/A
African Amer./Black	9	100					N/A	N/A			319	99	1	22	45	32	485	N/A	N/A	5,763	97	2	22	50	25	487	N/A	N/A
Asian	4						N/A	N/A			114	98	11	32	45	13	498	N/A	N/A	4,579	99	25	44	24	6	513	N/A	N/A
Hispanic/Latino	41	100	0	7	61	32	478	N/A	N/A	20	714	97	1	13	46	40	478	N/A	N/A	13,458	97	2	21	49	28	485	N/A	N/A
Multi-Race, Non-Hisp./Lat.	1						N/A	N/A			58	98	3	22	52	22	488	N/A	N/A	2,391	98	13	38	37	12	502	N/A	N/A
White	2						N/A	N/A			429	97	4	33	40	22	493	N/A	N/A	38,572	99	10	46	37	8	504	N/A	N/A
<b>Other Subgroups</b>																												
Male	31	98	0	0	61	39	475	N/A	N/A	7	819	97	2	19	44	35	483	N/A	N/A	33,057	98	8	37	39	15	498	N/A	N/A
Female	26	100	0	12	58	31	481	N/A	N/A	11	816	98	3	25	44	28	488	N/A	N/A	31,685	98	9	39	40	12	500	N/A	N/A
Title 1	57	99	0	5	60	35	478	N/A	N/A	21	1,607	98	3	22	45	30	486	N/A	N/A	22,185	98	3	27	48	22	489	N/A	N/A
Non-Disabled	48	99	0	6	56	38	477	N/A	N/A	5	1,299	98	3	27	48	22	489	N/A	N/A	52,750	99	10	44	38	8	503	N/A	N/A
Non-Low Income	8	100					N/A	N/A			430	99	5	36	42	17	496	N/A	N/A	38,152	99	13	49	33	6	507	N/A	N/A
EL	18	100	0	0	28	72	469	N/A	N/A	69	291	96	0	0	29	70	466	N/A	N/A	3,477	94	0	3	34	63	467	N/A	N/A
Former EL	7						N/A	N/A			142	100	4	25	49	23	490	N/A	N/A	2,813	99	3	24	56	17	489	N/A	N/A
Ever EL	50	100	0	6	58	36	478	N/A	N/A	17	931	98	3	18	44	35	484	N/A	N/A	12,937	97	4	23	45	27	488	N/A	N/A
Foster	1						N/A	N/A			10	85	0	0	30	70	472	N/A	N/A	453	92	0	11	47	41	478	N/A	N/A
Homeless	4						N/A	N/A			108	95	0	11	55	34	479	N/A	N/A	826	93	1	12	46	40	478	N/A	N/A
<b>All Students</b>																												
2022	57	99	0	5	60	35	478	N/A	N/A	8	1,636	98	3	22	44	31	485	N/A	N/A	64,948	98	9	38	40	14	499	N/A	N/A

*Reduction of proficiency gaps in academic underperformance (not MCAS related, such as access to AP/honors-level courses) and reduction of non-academic disparities (such as discipline rates, access to the arts, civic engagement, and extracurricular activities)*

With the Wall to Wall grant we have begun to restructure our schedule of courses so that students have greater flexibility to take college courses here in school and on the college campuses. We will offer 8 Early College classes on and off campus for SY 23-24. Summer of 2022 we engaged in our first Early College Summer Camp in which fifty grade 8 and 9 students participated in a two week simulation of college campus life as commuters and boarding students (a one night overnight at WSU dorms). Summer of 2023 we will have a three week summer

program with one week at QCC and the other two at WSU with the same model and overnight opportunity. The majority of our grade 10 students took the First Year Experience credit-bearing course through QCC.

Per the Mission of our Innovation Plan and Early College Wall to Wall Full Impact School status, all students at Claremont Academy are enrolled in honors level classes. Students in grades 9-12 are provided many opportunities to enroll in Advanced Placement classes in which there are seven AP courses to choose from. Students are able to enroll in college courses at three local campuses, our partner school Clark University, Worcester State University and Quinsigamond Community College.



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

Describe any revisions or updates made to the approved innovation plan during the **2022-2023** 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 to the school's innovation plan made during the past two school years, which may not have been previously identified. Be sure to include which autonomies are impacted and when implementation of these revisions or updates began or will take place.*

N/A

## 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 provide a copy of the new or revised innovation plan to the Department via the [district survey for innovation schools](#).

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.

*Provide the date of the school committee's approval of the renewed innovation plan. If available at the time of submission, include a link to the school committee minutes for when the renewed plan was approved. Submit through the [district survey for innovation schools](#) a copy of the revised/updated or reauthorized version of the innovation school plan*

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.

\*Please note that as a school community we will spend time over the 2023-2024 school year to consider if we will renew our Innovation Plan as it is set to expire in 2024



**Administrator:** Dr. Marco Andrade  
**Department:** Office of Research and Accountability  
**Date:** July 20, 2023  
**Item:** Innovation School Annual Evaluation Report (new item)  
**Recommendation:** Request that Innovation School Annual Evaluation Reports are approved and filed  
**Response:**

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Administration requests School Committee consider the Innovation School Annual Evaluation Reports at the July 2023 meeting. These innovation school reports provide information on measurable annual goals aligned to their innovation plan flexibilities and autonomies. These reports are due to DESE by August 1. There will be four evaluation reports (Claremont Academy, Goddard Scholars Academy at Sullivan Middle School, University Park Campus School, Worcester Technical High School).

O. General Business  
Kamara  
(July 12, 2023)

ITEM: gb 3-187  
S.C. MEETING: 7-20-23

ITEM:

To review Worcester Public Schools bullying policy and data for the school year 2022-23.

PRIOR ACTION:

BACKUP:

RECOMMENDATION OF MAKER:

Refer to the Standing Committee on Governance and Employee Issues.

RECOMMENDATION OF THE ADMINISTRATION:

Administration Concurs