

The following items will be discussed at the meeting of the Standing Committee on Teaching, Learning and Student Supports to be held Monday, January 31, 2011 at 5:30 p.m. in Room 410 at the Durkin Administration Building:

gb #0-224 - Mr. O'Connell (August 4, 2010)

Request that the Administration formulate a process and timetable for regular review of the curriculum in each discipline and at all grade levels, which review shall include, as to mathematics, the topics raised by the October 15, 2009 and November 9, 2009 prior actions of the School Committee as to item gb #6-13.

gb #0-256.1 - Administration/Miss Biancheria (September 23, 2010)

Response of the Administration to the request to provide a report outlining the number of student slots allotted per high school to serve students who are recommended to attend the Gerald Creamer Center including the present student teacher ratio per class.

gb #0-301 - Mr. Monfredo/Mr. O'Connell/Mayor O'Brien/Miss Biancheria (November 9, 2010)

Request that the Administration inform the School Committee on how it will address the plan from the Federal High School Graduation Initiative whose goal is to decrease dropouts and increase graduation rates over the next five years.

gb #1-31 - Administration (January 13, 2011)

To consider improvement to the alternative programs which would result in expansion of services to students.

(Consider these items together).

gb #1-30 - Administration (January 13, 2011)

To consider improvement to the Temporary Learning Collaborative (TLC) which would result in expansion of services to students.

Committee Members
Brian A. O'Connell, Chairman
Dianna L. Biancheria, Vice-Chairman
John F. Monfredo

Administrative Representative
Jeffrey J. Mulqueen, Ed.D.

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

AGENDA #1

The Standing Committee on TEACHING, LEARNING AND STUDENT SUPPORTS will hold a meeting:

on: Monday, January 31, 2011
at: 5:30 p.m.
in: Room 410, Durkin Administration Building

ORDER OF BUSINESS

- I. CALL TO ORDER
- II. ROLL CALL
- III. GENERAL BUSINESS

gb #1-194 - Mr. O'Connell (September 10, 2001)

To review the August 28, 2001 study of the University of Minnesota Center for Applied Research and Educational Improvement, regarding improvement in the attendance rates and grades of Minneapolis senior high school students since changing the school starting time from 7:15 a.m. to 8:40 a.m.

gb #4-94 - Mr. O'Connell (May 4, 2004)

To consider implementing "flex time" for teachers, and to look into use of flexible scheduling as a means of extending the instructional day for students.

gb #6-7 - Mr. Monfredo/Mr. O'Connell (December 6, 2005)

Request that the Administration consider developing a long range plan for preventing dropouts in the Worcester Public Schools in conjunction with educators, social agencies, business leaders and minority leaders.

gb #7-8 - Mr. O'Connell/Mr. Foley/Mr. Monfredo/Mayor Lukes (January 8, 2007)

To consider - on a long-range basis (i.e., not for 2007-08) - development of additional options for middle school age education in each quadrant, within limits imposed by space and funding, so that students will possibly have the option of attending a middle school (with grades 7 and 8, or 6, 7 and 8), or, if they so choose individually, one of the following: (1) a PreK-8 elementary school, (2) a grade 7-8, or 6, 7, 8 "satellite" program affiliated with a high school, or (3) a grade 7-12 or 6-12 middle/high school.

gb #7-22 - Mr. O'Brien (January 25, 2007)

Request that the Administration provide an update on the Pilot Program for Special Education students at the Worcester Technical High School and report on plans to expand this program for the 2007-08 academic year.

gb #7-31 - Mr. Monfredo/Mr. O'Connell (February 6, 2007)

To consider requiring that children reach their fifth birthday by August 31 in order to enroll in kindergarten in the Worcester Public Schools, and to review, in discussing this proposal:

- the number of referrals for special education evaluation of students with late birthdays categorized by gender and by month of birth
- the data compiled in a previous study of this topic as to children retained in an elementary school grade, categorized by their age on entering kindergarten
- the budgetary and space impact of such a decision, and
- any current guidelines or practices as to retention of children in kindergarten for maturity/academic progress reasons.

gb #7-65 - Mr. Monfredo/Mr. O'Connell (March 5, 2007)

To expand the opportunities available to students for experience in public speaking, especially at the secondary level, by means of debating teams, speech competitions such as that sponsored by the American Legion, and Model Congresses in each school and/or citywide.

gb #7-73 - Mr. O'Connell (March 14, 2007)

To coordinate with churches and other agencies which offer after-school or summer educational programs, to assist them in their effort to provide instruction which harmonizes with the curriculum of the Worcester Public Schools.

gb #7-90 - Mrs. Mullaney (April 3, 2007)

Request that the Administration provide a report as to the proposed changes to the middle school curriculum.

gb #7-229 - Mr. Monfredo/Mr. O'Connell (October 24, 2007)

To review the evaluation of the Safe Schools/Healthy Students Grant which was prepared by the Donahue Institute.

gb #8-34 - Mr. Monfredo/Mr. O'Connell/Ms. Hargrove/Mr. Bogigian/Mr. Foley (January 23, 2008)

To approve an amendment to the class rank policy by granting an additional weight of .25 to the following Goddard Scholars courses at South High Community School, as recommended by the administration (through item gb #6-195, Annex A, School Committee meeting of October 19, 2006), now to be effective with the Class of 2012:

Grade 9: English 1 GS, Geometry Honors GS, Biology Honors GS, World History 2 Honors GS.

Grade 10: English 2 GS, Advanced Algebra Honors GS, Chemistry Honors GS, US History 1 GS

gb #8-74 - Mayor Lukes (March 13, 2008)

Request that the School Committee consider establishing not more than five goals as priorities for each Standing Committee for the current term.

gb #8-88 - Mr. O'Connell/Mr. Monfredo (March 26, 2008)

To review the Student Aspirations data assembled by Nadia Zahir and Devin Thayer of Worcester Polytechnic Institute, regarding the interest in science and engineering of Worcester public school students in grades 8 and 11, and presented at the April 11, 2008 New England Undergraduate Sociology Research Conference.

gb #8-156 - Mr. Monfredo/Mr. O'Connell (June 24, 2008)

To inquire as to interest of the Worcester Public Schools to participate with the Friends of the Worcester Public Library and the Worcester: the City that Reads Committee, in promoting literacy through a coupon program promoted by the Friends of the Worcester Library.

gb #8-157 - Mr. O'Connell/Mr. Monfredo (June 24, 2008)

To review the draft document: "Partner School Agreement between Clark University and the Worcester Public Schools", "to enhance curriculum, professional learning and student achievement" at the Claremont Academy.

gb #8-180 - Mr. O'Connell (July 28, 2008)

To consider establishing chapters, in interested schools, of the National Elementary Honor Society, a Society established by the National Association of Elementary School Principals and the National Association of Secondary School Principals.

gb #8-184 - Mr. Monfredo/Mr. O'Connell (July 28, 2008)

To consider implementation of voluntary body mass index (BMI) testing of students in the Worcester Public Schools.

gb #8-185 - Mr. Monfredo/Mr. O'Connell (July 28, 2008)

To request the advice, and recommendations, of the Wellness Committee of the Worcester Public Schools on ways to address the issue of student obesity.

gb #8-238 - Mr. O'Connell/Mr. Monfredo (October 23, 2008)

To consider the Making Waves Education Program, which provides an eight-year sequence of tutoring and teaching, as well as college support, for participating students.

gb #8-251 - Mr. O'Connell/Mr. Monfredo (November 24, 2008)

To consider reestablishment of a Classical High School, perhaps as a Horace Mann Charter School, as per the recommendations of the Classical High School Class of 1958 detailed in its October 11 letter to the School Committee.

gb #8-255 - Mr. Monfredo/Mr. Bogigian/Ms. Hargrove/Mr. O'Connell (December 4, 2008)

Request that the Administration consider ways of engaging parents of children in grades K-8 with math concepts such as math workshops and home math games.

gb #9-3 - Mr. Bogigian/Ms. Hargrove/Mr. Monfredo/Mr. O'Connell/Mayor Lukes
(December 23, 2008)

Request that the Adult Education Night Life Program expand the number and scope of vocational and academic courses currently offered at the Worcester Technical High School.

ros #9-17 - Administration (December 8, 2009)

RACE TO THE TOP

gb #9-31 - Mr. Monfredo/Mr. O'Connell/Mr. Bogigian (February 10, 2009)

Request that the Administration review the testing data from the third grade MCAS test to determine whether any adjustments need to be made in the primary grade reading program.

gb #9-103 - Mrs. Mullaney (April 11, 2009)

To discuss implementation of the BMI (Body Mass Index) requirements imposed upon the schools by the State Department of Public Health.

gb #9-202 - Mr. Monfredo/Mr. O'Connell/Mr. Bogigian/Mr. Foley (September 24, 2009)

Request that the Administration contact schools to see if they are interested in working with the Regional Environmental Council in establishing community gardens.

ros #0-6 - Administration (February 11, 2010)

COORDINATED PROGRAM REVIEW REPORT

ros #0-12 - Administration (May 12, 2010)

SUPERINTENDENT'S STUDENT ADVISORY COUNCIL

gb #0-15 - Mr. O'Connell/Mr. Monfredo (January 5, 2010)

To review the study of Massachusetts middle schools completed by the Thomas B. Fordham Institute, regarding the impact of "detracking" on the academic performance of students.

gb #0-18 - Mr. O'Connell/Mr. Monfredo/Miss Biancheria (January 5, 2010)

To minimize intrusions and interruptions inflicted on classroom teachers and on the instructional time they spend with students, and to review, and address, any policies or practices which interfere with this goal.

gb #0-24 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell (January 14, 2010)

Request that the Administration provide a report on how the increase of community funding for the AVID Program has provided increased services for students in the Worcester Public Schools and include a list of the schools with the number of students participating in the program.

gb #0-28 - Ms. Novick/Mr. Foley/Mr. Monfredo/Mr. O'Connell (January 21, 2010)

Request that the Administration provide the 2009 Advanced Placement Report for all high schools to include:

- the number of students that requested AP classes last year by class
- the number of students who then actually entered the class and
- the criteria for entering each particular AP class by school.

gb #0-31 - Mr. Monfredo/Miss Biancheria/Mr. Foley/Ms. Novick/Mr. O'Connell/Mayor O'Brien (January 22, 2010)

Request that the Administration provide a report regarding the findings from the DESE Program Quality Assurance group to include potential risk factors and legal and staff costs associated with:

- a summary of PQA and due process filings year to date and
- the number of mediation requests, Bureau of Special Education Appeals hearing requests, Office of Civil Rights Justice Department filings, Individual Education Plans accepted, rejected, partially rejected and include those that will be reviewed in the next three months

gb #0-52.1 - Administration/Mr. Monfredo/Mr. O'Connell/Miss Biancheria (February 26, 2010)

Request that the Administration review the policy on anti-bullying and provide a report on any proposed expansion of the program.

gb #0-54.1 - Administration/Mayor O'Brien/Mr. O'Connell (February 26, 2010)

Request that the Administration consider making Civics classes mandatory at the high school level.

gb #0-88 - Mr. Monfredo/Mr. O'Connell (March 18, 2010)

To review prospective FY11 Budget impacts on the small learning communities and related programs of the Worcester Public Schools.

gb #0-96 - Mr. O'Connell/Mr. Monfredo/Ms. Novick (March 25, 2010)

To consider appropriate revisions and updates to the current policy regarding the possession and use of cellular telephones and related communications devices in school or on school grounds.

gb #0-101.5 - Administration/Mr. O'Connell (July 14, 2010)

Response of the Administration to the request to provide a report regarding the cost to preserve the Horticultural Program at Worcester Technical High School.

gb #0-123 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell (April 20, 2010)

Request that the Administration arrange a meeting with the staff of the Rape Crisis Center to discuss the workshops locally available for middle and high school students.

gb #0-137 - Mr. O'Connell/Miss Biancheria (April 30, 2010)

To consider development of a student satisfaction survey.

gb #0-148 - Mr. O'Connell/Miss Biancheria/Mr. Foley/Mr. Monfredo/Ms. Novick (May 6, 2010)

To review the scope, variety and extent of programs and services available to students who are on the autism spectrum, with a view to formulating any appropriate modifications for the 2011 fiscal year.

gb #0-203 - Mr. Monfredo/Mr. O'Connell (June 30, 2010)

Request that the Administration provide a report highlighting the best teaching practices and wrap around services provided to students in the Worcester Public Schools.

gb #0-212 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell (July 14, 2010)

Request that the Administration study the feasibility of offering student scholarships by selling ads in the 2011 Celebration of Writers Booklet, contingent on receipt of a Massachusetts Humanities Grant or other grants.

gb #0-217 - Mr. O'Connell/Miss Biancheria/Mr. Monfredo/Ms. Novick (July 22, 2010)

To recommend, to the Massachusetts Board of Elementary and Secondary Education, the instructional material in mathematics and in English/Language Arts which should be included in the Massachusetts Supplement to the Common Core State Standards (i.e., "Common Core Plus").

gb #0-218 - Mr. O'Connell/Miss Biancheria/Mr. Monfredo/Ms. Novick (July 22, 2010)

To develop a process for aligning the Worcester curriculum in mathematics and in English/Language Arts with the Common Core State Standards by the start of the 2012-13 academic year, as required by the July 21, 2010 vote of the Massachusetts Board of Elementary and Secondary Education.

gb #0-221 - Ms. Novick/Miss Biancheria/Mr. Foley/Mr. Monfredo/Mr. O'Connell (August 4, 2010)

Request that the Administration provide an update on use and implementation of the Gates Foundation grant.

gb #0-224 - Mr. O'Connell (August 4, 2010)

Annex A (5 pages)

Request that the Administration formulate a process and timetable for regular review of the curriculum in each discipline and at all grade levels, which review shall include, as to mathematics, the topics raised by the October 15, 2009 and November 9, 2009 prior actions of the School Committee as to item gb #6-13.

gb #0-229.1 - Administration/Miss Biancheria/Mr. Monfredo/Mayor O'Brien
(September 3, 2010)

Response of the Administration to the request to provide a report regarding 2010-11 Career Vocational Technical Education programs to include the titles of the courses at each high school.

gb #0-242 - Mr. Foley (August 25, 2010)

Request that the Administration review the district's ADA self-evaluation and transition plan.

gb #0-245 - Mr. Monfredo/Mr. O'Connell/Miss Biancheria (August 30, 2010)

Request that the Administration update the School Committee on:

- the names of schools that have trained the entire staff in an anti-bullying program
- the names of the programs in place
- plans for expansion of the programs to other schools and
- a description of the process for handling bullying incidents

gb #0-247 - Mr. Monfredo/Mr. O'Connell/Miss Biancheria (August 30, 2010)

Request that the Administration discuss establishing an Innovation School Ad Hoc Committee and emphasize the need for additional teacher input.

gb #0-253 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell (September 8, 2010)

Request that the Administration provide a report indicating the percentage of students who receive free and reduced lunches per school.

gb #0-256.1 - Administration/Miss Biancheria (September 23, 2010)

**Considered with gb
#0-301 and gb #1-31**

Response of the Administration to the request to provide a report outlining the number of student slots allotted per high school to serve students who are recommended to attend the Gerald Creamer Center including the present student teacher ratio per class.

gb #0-260 - Mr. Monfredo/Mr. O'Connell/Miss Biancheria/Mr. Foley
(September 21, 2010)

Request that the Administration consider establishing a stakeholder committee, in conjunction with the Latino Community, to determine ways to improve the quality of education for Hispanic students.

gb #0-261.1 - Administration/Miss Biancheria/Mr. O'Connell/Mr. Monfredo
(November 9, 2010)

Response of the Administration to the request to provide a total student enrollment report for 2010-11 by school, individual classrooms to include the number of staff in each of them.

gb #0-289 - Mr. Monfredo (October 24, 2010)

Request that the Administration update the School Committee on the extent of Service Learning in the Worcester Public Schools.

gb #0-294 - Miss Biancheria/Mr. Monfredo (October 27, 2010)

Request that the Administration develop a program that recognizes each school's accomplishments.

gb #0-301 - Mr. Monfredo/Mr. O'Connell/Mayor O'Brien/
Miss Biancheria (November 9, 2010)

**Considered with gb
#0-256.1 and
gb #1-31**

Request that the Administration inform the School Committee on how it will address the plan from the Federal High School Graduation Initiative whose goal is to decrease dropouts and increase graduation rates over the next five years.

gb #0-308 - Miss Biancheria/Mr. O'Connell/Mr. Monfredo (November 10, 2010)

Request that the Administration consider offering courses in computer game design and computer game development and programming.

gb #0-309 - Administration (November 10, 2010)

To consider discussion regarding foreign field trips.

gb #0-322 - Miss Biancheria/Mr. O'Connell (November 24, 2010)

Request that the Administration provide a report regarding the process for placing a student on an IEP at the elementary and secondary levels and the process and timeframe for access and review by all classroom staff associated with the student.

gb #0-323 - Miss Biancheria/Mr. O'Connell (November 24, 2010)

Request that the Administration provide a report using examples to illustrate typical student referral processes for behavioral/disciplinary issues and indicate timelines and actions taken to address one or multiple referrals.

gb #0-324 - Miss Biancheria/Mr. O'Connell (November 24, 2010)

Request that the Administration provide a report to include a brief description of the programs available to students, at the elementary and secondary levels, who have had multiple referrals regarding behavioral/ disciplinary issues.

gb #0-332 - Miss Biancheria/Mr. Monfredo/Mr. O'Connell (December 7, 2010)

Request that the Administration update the School Committee on the individual school's accountability plans for the 2010 school year.

gb #1-27 - Mr. Monfredo/Ms. Novick/Mr. O'Connell (January 12, 2011)

Request that the Administration provide a progress report for 2010 regarding training in CPR/AED and to include possible expansion plans.

gb #1-30 - Administration (January 13, 2011)

To consider improvement to the Temporary Learning Collaborative (TLC) which would result in expansion of services to students.

gb #1-31 - Administration (January 13, 2011)

To consider improvement to the alternative programs which would result in expansion of services to students.

Considered with
gb #256.1 and
gb #0-301
Annex A (7 pages)

motion (gb #2-202.1) - Administration/Mr. O'Connell (September 12, 2008)

Request that the Administration provide a status report regarding the progress of the Five-Year Library Plan September 2008.

motion (gb #0-268) - Ms. Novick (October 7, 2010)

To create requirements in the following area for any Innovation School proposed in Worcester, whether by the Administration or any other group:

Curriculum and student support

IV. ADJOURNMENT

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

ITEM: gb #0-224

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

DATE OF MEETING: Monday, January 31, 2011

ITEM: Mr. O'Connell (August 4, 2010)

Request that the Administration formulate a process and timetable for regular review of the curriculum in each discipline and at all grade levels, which review shall include, as to mathematics, the topics raised by the October 15, 2009 and November 9, 2009 prior actions of the School Committee as to item gb #6-13.

PRIOR ACTION:

8-26-10 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

Annex A (5 pages) contains a copy of the Administration's response to the item.

POSTING FROM gb #6-13

8-9-10 - STANDING COMMITTEE ACTION

Mr. Monfredo made the following motions:

Request that the Administration establish an Ad Hoc Committee comprised of math teachers, the Chief Accountability Officer and college/university personnel to review the findings in the National Mathematics Advisory Panel Report to determine changes that need to be made in the mathematics curriculum under gb #0-224 and provide a report in March 2011.

Request that the Administration conduct, with input from teachers, pre and post tests in grades 2-8 to determine the level of ability of students in order to provide them with tutorial help, where needed, prior to administration of a post test.

On a voice vote, the motions were approved.

Miss Biancheria made the following motion:

Request that the Administration interact with other school districts regarding best practices in mathematics education and provide a response under gb #0-224.

On a voice vote, the motion was approved.

Foreign Language

Presently, we do not offer foreign languages in the elementary schools.

The middle and high schools are currently in phase 3 and 4.

- Monitor and evaluate implementation of the new instructional tools.
- Provide PD (**i.e. supporting the needs of native speakers enrolled in foreign language classes**).
- Work towards greater agreement on rubrics and anchors papers.

Technology (ancillary material) is selected to support the implementation of the instructional tools.

History and Social Science Frameworks are not currently slated for change at the state level. These are my initial thoughts on curriculum revision phases by grade level:

Elementary School:

Phase 2

- There is NO district wide textbook, resource or materials for grades 2 and 4
- Need a standards based report card that is electronic and measures specific standards that are taught during a specific term
- Need to assess the content gaps of teachers and students in grades 2, 3, 4 and 6 (Laurie K. has focused PD for grades PreK-1 and the UMASS Donahue Institute under the TAH 3 grant assesses the content gaps of teachers and students for grade 5)
- Need to integrate technology into the curriculum
- Need vertically aligned performance tasks and horizontal agreement on topics, pacing, rubrics and anchor papers
- Need professional development in content as well as pedagogy for grades 2,3,4 and 6
- Greater use of primary source documents

Middle School:

Phase 4

- Need to monitor fidelity of implementation, pacing, content
- Need to have ability to look at district wide data and content gaps of students and teachers
- Need for PD in content specific areas: Ancient Civilizations and World History I
- Working towards greater agreement on rubrics and anchor papers
- Greater use of primary source documents

High School:

Phase 4

- Need to monitor fidelity of implementation, pacing, content
- Need to have ability to look at district wide data and content gaps of students and teachers: specifically grade 9 (grades 10 and 11 teachers and students are tested and the data is processed by the UMASS Donahue Institute under the TAH 3 grant)
- Need for PD for World History II
- Working towards greater agreement on rubrics and anchor papers
- Working with college syllabi to better prepare students for college level writing

Performing Arts: overall, the State expects to revise the state frameworks after completing ELA, Math, Science and Social Studies. This year, the Commissioner requested the Arts Educations Advisory Committee to develop a plan for revision, so it may happen sooner rather than later. In addition, several national organizations are looking at developing National Arts Standards, including the State Art directors, and national music and art organizations.

In the Worcester Public Schools:

Elementary Music Phase 3 or 4

- Completed grades 3-6 power standards
- Professional development is on-going at all staff meetings (attendance is spotty at best, principals have planned their focus meetings at different times that frequently conflict)
- Common assessments are developed for grade 3,4 and 5
- The curriculum team plans to meet again this winter to develop the grade 6 common assessment and identify necessary professional development.
- Much of the emphasis this year has been on creating a level playing field for materials and resources so all children have what they need to succeed.
- Need to find some flexibility of time so all students get the foundational knowledge they will need to complete common assessments successfully.
- Would like to review budget constraints to increase music time for kindergarten and first grade to twice weekly at 30 minutes each lesson.
- Need to develop scheduling guidelines to increase instructional time to the full 40 minutes rather than packing lessons in so tightly, teachers must stop instruction to prepare materials for the next lesson.

Middle School Music Phase 2

- Syllabi are in place but must be reviewed. Fidelity of implementation is in question?
- Middle school music can last ten weeks, twenty weeks, all year etc. how do we align practices when the instruction time is so disparate?

High School Music Phase 2-3

- Syllabi are in place for chorus.(only course offered at 5 of the 6 high schools)
- Two chorus common assessments per year have been developed and should be implemented this year.
- Need to develop commonality among the other courses.

Middle School Theatre phase 1

- Syllabi and benchmarks are in place for magnet theatre.
- The course is not offered anywhere else except Burncoat Middle.

High School Theatre Phase 1

- Plan to convene a curriculum committee to review syllabi and expectations in Winter 2011.
- Some courses are elective and others are honors level. Team will need to identify the skills and knowledge to be developed in each course level.

Middle School Dance Phase 1

- syllabi is in place
- curriculum needs review
- only offered at Burncoat Middle

High School Dance Phase 1

- Syllabi is in place
- curriculum needs review
- only offered at Burncoat High

Science Frameworks are due to change in the next year and the plan is for grade “span” standards with grade “level” recommendations. For now, here are my initial thoughts on curriculum revision “phases:”

Elementary – phase 5

- ▶ Needs long term PD plan
- ▶ Needs a plan to support “consumable materials”
- ▶ Needs common assessments (online with HSP)
- ▶ Needs report card alignment (which may change based on Frameworks changes)
- ▶ Needs district “policy” regarding amount of instructional time per grade
- ▶ Needs integration to Math/ELA/Social Studies

Middle – phase 1 or 2

For phase one:

- ▶ We have syllabi and scope/sequence but these should be revisited once Frameworks change. I think there may be variation school to school (due to teacher capacity, materials, etc) regarding “implementation”
- ▶ Need interdisciplinary connections
- ▶ Need to do gap analysis
- ▶ Need to define needs of students

or

For phase two:

- ▶ Need to evaluate instructional capacity
- ▶ Need to align materials, technology and PD
- ▶ Need to create vertically aligned performance tasks
- ▶ Need to identify ways to support core, supplemental and intervention

High - phase 1 or 2

For phase one:

- ▶ We have syllabi and scope/sequence but I am pretty sure there is no “fidelity of implementation”
- ▶ Need to do gap analysis
- ▶ Need to define needs of students
- ▶ Need to identify available materials and resources or lack thereof
- ▶ Need to explore schedules to ensure all student receive quality lab experiences

or

For phase two:

- ▶ Need to evaluate instructional capacity
- ▶ Need to align materials, technology and PD
- ▶ Need to create vertically aligned performance tasks
- ▶ Need to identify ways to support core, supplemental and intervention
- ▶ Need to identify means for MCAS success for all students

Visual Arts Frameworks

1. **Evaluating the district's instructional capacity.** We do need to develop a rubric for the selection of instructional materials, as we plan to see what assessments we will use. We have talked, as a department, about using art work reproductions to review the elements of art and principles of design, and to include these on written assessments. Wherever possible, technology can enhance the instructional objectives.
2. **Aligning SBR tools.** We have used a Washington State designed assessment of student learning at grades 5, 8 and 10 as a pilot. We realized we need to design tools that more specifically fit the “power standards” for each grade level. Once we refine our assessments, we can gather information to see which areas of instruction we need to boost. Also, current research about neuroscience and the brain, for example, should influence the way we present information to students.
3. **We will continue to align our materials, technology and PD.** Professional development offerings will focus on the needs of students, based on our research. Resources that enhance our pedagogy will be utilized.

Mathematics Frameworks

Mathematics is in Phase 1 of all levels

English Language Learners Frameworks

Due to English Language Arts has now moved to the Common Core Standards, elementary, middle and high schools are all in Phase 1 of the curriculum renewal cycles

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

DATE OF MEETING: Monday, January 31, 2011

ITEM: Administration/Miss Biancheria (September 23, 2010)

Response of the Administration to the request to provide a report outlining the number of student slots allotted per high school to serve students who are recommended to attend the Gerald Creamer Center including the present student teacher ratio per class.

PRIOR ACTION:

9-16-10 - Referred to the Administration for a report back at the School Committee meeting on Thursday, October 7, 2010.

10-7-10 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

Miss Biancheria made the following motion:

Request that the Coordinator of the Gerald Creamer Center be invited to attend the meeting of the Standing Committee on Teaching, Learning and Student Supports when the item is discussed.

On a voice vote, the motion was approved.

Mayor O'Brien made the following motion:

Request that the School Committee consider drafting language, as a legislative priority, for state reimbursement to the Worcester Public Schools for students who attend the Evening High School.

On a voice vote, the motion was approved.

BACKUP: (Consider with gb #0-301 and gb #1-31).

ITEM: gb #0-301

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

DATE OF MEETING: Monday, January 31, 2011

ITEM: Mr. Monfredo/Mr. O'Connell/Mayor O'Brien/Miss Biancheria
(November 9, 2010)

Request that the Administration inform the School Committee on how it will address the plan from the Federal High School Graduation Initiative whose goal is to decrease dropouts and increase graduation rates over the next five years.

PRIOR ACTION:

11-18-10 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP: (Consider with gb #0-256.1 and gb #1-31).

ITEM: gb #1-30

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

DATE OF MEETING: Monday, January 31, 2011

ITEM: Administration (January 13, 2011)

To consider improvement to the Temporary Learning Collaborative (TLC) which would result in expansion of services to students.

PRIOR ACTION:

1-20-11 - Referred to the Standing Committee on Teaching, Learning and Student Supports.

BACKUP:

The Administration will be prepared to speak to the item.

ITEM: gb #1-31

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

DATE OF MEETING: Monday, January 31, 2011

ITEM: Administration (January 13, 2011)

To consider improvement to the alternative programs which would result in expansion of services to students.

PRIOR ACTION:

1-20-11 - Referred to the Standing Committee on Teaching, Learning and Student Supports.
Miss Biancheria made the following motion:
Request that Mr. Whalen be invited to the Standing Committee meeting when the item is discussed.
On a voice vote, the motion was approved.

BACKUP: (Consider with gb #0-301 and gb #0-256.1).

Annex A (7 pages) contains a copy of the Administration's response to the item.

**Graduation Improvement Initiative:
Alternative Pathways to College and Career Readiness
Grades 7 - 12
2010-2011**

MANAGER

Juvenile Resource Center	Fanning Learning Center Central Mass. Sped Collaborative	The Gerald Creamer Center <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px auto;">Coordinator</div>	
Lead Teacher: 1 Teacher: 1 Maximum Enrollment: 25 Juvenile Judge assigns students	Director: 1 Teachers: 7 S.A.C.: 1 I.A.:3 Grades: 8-10 Maximum Enrollment: 60	Assistant Principal 11am – 7pm	
		Day Programs	Evening Programs
		GCC High School Teachers: 18 I.A.: 1 Clerk: 1 - (42-week) Grades: 10-12 Enrollment: 180	GCC Evening High School <div style="border: 1px solid black; padding: 2px; display: inline-block; margin: 5px auto;">Clerk (hourly)</div> Teachers: 4 I.A.: 0 Grades: 10-12 Enrollment: 64
		School Age Mothers (SAMS) Grades: 9-12 Enrollment: 49	9th Grade Credit Recovery Teachers: 4 Grade: 9 Enrollment: 19

**Graduation Improvement Initiative:
Alternative Pathways to College and Career Readiness
Grades 7 - 12
2011-2012**

MANAGER



Principal

JUVENILE RESOURCE CENTER	CHALLENGE ACADEMY	REACH ACADEMY	GERALD CREAMER CENTER	
1 Lead Teacher 1 Teacher Grades 7-12 Maximum Enrollment: 25 Juvenile Judge assigns students	Assistant Principal		Assistant Principal 11am – 7pm	
	School Adjustment Counselor: 1		Day Programs	Evening Programs
	Clerk: 1 (42 week)		GCC High School	GCC Evening High School
	Teachers: 6		Teachers: 18	Clerk (hourly)
	Instructional Assistants: 4		I.A.: 1	Teachers: 4
	Grades: 7-8	Grades 9-10	Clerk: - (42-week)	I.A.: 1
	Projected Enrollment: 40	Projected Enrollment: 40	Grades: 11-12	Grades: 11-12
			Projected Enrollment: 180-200	Projected Enrollment: 120
		School Age Mothers (SAMS)	Credit Recovery	
		Grades: 9-12	Teachers: 3	
		Enrollment: 50	I.A.: 1	
			Grades: 9-12	
			Projected Enrollment: 50	
			Returnee Program	
			Teachers: 2	
			I.A.: 1	
			Projected Enrollment: 45	

**Graduation Improvement Initiative:
Alternative Pathways to College and Career Readiness
Grades 7-12
Proposal 2011/2012**

Objective:

We seek to implement an effective model to support students beginning at seventh grade in order to mediate inappropriate behaviors sooner and to accelerate student progress towards graduation.

Challenges:

- Coordinated Program Review
 - **CR 16 – Notice to students 10 or over leaving high school without a high school diploma, certificate of attainment or certificate of completion.** For all students 16 and over with 15 consecutive absences we must, within ten days, send a letter inviting these students and their families to meet to discuss reasons for absences and to outline alternative pathways to maintain their engagement in school. For all students who have dropped out we must send a letter outlining alternative options for their return to school. This letter of invitation must be sent for two years after the student has dropped out. The intent of this mandate from the DESE is to retain students in school who may be considering dropping out and to re-enroll students who have dropped out.

- Drop Out Rate
 - 2007/2008: 4.7%
 - 2008/2009: 5.1%
 - 2009/2010: Issued by DESE in late December or January

Rationale:

- Currently no alternative program for seventh grade students who are over-age, under-credited or who present with behavioral challenges in the traditional school setting
- When the WPS Graduation Improvement Task Force reviewed the educational trajectories of students with similar risk factors it was clear that students enrolled in the Gerald Creamer Center were more successful in fulfilling graduation requirements. The Creamer Center provides a small-group comprehensive approach to address the social, emotional and academics needs of its students who have experienced academic and /or behavioral challenges in the traditional school setting.

**Graduation Improvement Initiative:
Alternative Pathways to College and Career Readiness
Grades 7-12
Proposal 2011/2012**

The Gerald Creamer Center

Day School

Grades 11-12

This program is designed for over-age, under-credited eleventh and twelfth grade students who are at-risk of dropping out or who have dropped out. Students receive a personalized approach to their education that focuses on core academic coursework, social-emotional supports, credit recovery, and college and career readiness. Most students enrolled in the program have earned at least 10 credits.

Planned Enrollment

2011/12: 190

School Age Mothers Program

The School Age Mothers Program currently hosted at the Gerald Creamer Center offers an alternative setting for female students during pregnancy. The teachers work closely with the students' guidance counselors and home schools to assure full credit for the year. Seniors may graduate with their own class and receive their high school diploma. Classes are small and allow students to continue with their regular school subjects, without interruption. Students participate in the academic schedule of the Gerald Creamer Center after their first period class. Children's Friend social work or nursing staff facilitates third period classes (for academic credit). Day care is provided through Girls, Inc., which also provides transportation from the School Age Mothers Program and their facility.

Grades: 9-12

Average Annual Enrollment

50

Gerald Creamer Evening Programs

Gerald Creamer Evening High School

Grades 11-12

This evening alternative high school program is designed to provide an alternative pathway to graduation for students who are not able to attend school within the day due to life circumstances.

Planned Enrollment

2011/12: 120

Credit Recovery Program

Grades 9-12

The aim of this program is to provide the opportunity for over-age/under-credited students to receive targeted literacy and math support and small group, focused instruction in the four major content areas. Students also participate in credit recovery through an adaptive technology program. Students must indicate a commitment to addressing the credit deficit that caused them to fall behind in their educational career path.

Planned Enrollment

2011/12: 50

Returnee Evening Program

Grades 9-12

This program is designed for significantly over-age students who have dropped out of school, have passed the MCAS requirements for graduation and want return to attain a high school diploma. The program will focus on the academic coursework and credits needed for graduation.

Math/Science

English/Social Studies

Nova Net Credit Recovery

Planned Enrollment

2011/12: 45

Senior Year Extended Learning Opportunities

During the 12th grade students enrolled in an alternative graduation pathway to college and career readiness will have the opportunity to participate in extended learning opportunities as a means of acquisition and application of knowledge and skills through instruction or study beyond the traditional classroom. These opportunities include, but are not limited to: Independent Study, Internships, Community Service, Apprenticeships, Career Vocational Certificate Coursework, Coop or Work-based Learning, Online Courses, Dual Enrollment

WORCESTER PUBLIC SCHOOLS
Graduation Improvement Initiative
Financial Analysis of Alternative Pathways to College and Career Readiness Plan

FY11 Budget			FY12 Budget			Change in number of Students Served
		Students Served			Students Served	
Fanning Learning Center			Challenge Academy & Reach Academy			
(through contract with Central MA Special Education Collaborative)		60	(to be operated by the Worcester Public Schools)		80	20
<u>Staffing consists of the following:</u>			<u>Proposed Staffing:</u>			
Program Director			Assistant Principal		\$90,000	
Adjustment Counselor			School Adjustment Counselor		\$75,000	
7 Teachers			6 Teachers		\$414,000	
3 Instructional Assistants			4 Instructional Assistants		\$88,000	
1 Administrative Assistant			1 School Clerk (42-week)		\$23,000	
Program Cost		\$881,718	Total Estimated Cost		\$820,000	
WPS Programs:			WPS Programs:			
Gerald Creamer Center:	\$1,694,034	190	Gerald Creamer Center:	\$1,694,034	190	0
School Age Mothers:	\$50,000	50	School Age Mothers:	\$50,000	50	0
Evening High School	\$80,000	120	Evening High School	\$80,000	120	0
Juvenile Resource Center	\$150,000	25	Juvenile Resource Center	\$150,000	25	0
Credit Recovery Program	\$60,000	50	Credit Recovery Program	\$60,000	50	0
			Returnee Evening Program* (see note below)	\$40,000	45	45
Total Program Costs	\$2,915,752	495	Total Program Costs	\$2,894,034	560	65
(including Fanning Learning Center)			(including Challenge and Reach Academies)			
Average Cost per Student Served	\$5,890		Average Cost of Student Served	\$5,168		
Average Foundation Budget Received	\$10,770		Average Foundation Budget Received	\$10,770		
Difference	\$4,880		Difference	\$5,602		
			Total Cost		Per Student	
			Program Cost Difference (Total and per student)		-\$722	
			-\$21,718			
			*Additional Foundation Budget Funds in FY13		\$484,650	