

Local Partnership Group
October 29, 2010
20 Irving Street
Room 410

1. Meeting Norms and Purpose – 10 minutes
2. Summarize Prior Meeting Outcomes – 15 minutes
3. Questions? – 15 minutes
4. Stakeholder Feedback – 20 minutes
5. Essential Condition #3 – Aligned Curriculum – 45 minutes
6. Essential Condition #8 – Tiered Instruction – 30 minutes
7. Essential Condition #4 – Effective Instruction – 45 minutes
8. Points of Communication – 30 minutes
9. Meeting Evaluation – 10 minutes

References and Supports

1. Meeting Norms and Purpose
2. Worcester Public Schools Theory of Action
3. English Language Arts – General Performance Level Definitions (#3)
4. Science and Technology / Engineering – General Performance Level Definitions (#3)
5. Common Core Standards – Mathematics and Reading / English Language Arts (#3)
6. MassCore (#3)
7. Response to Intervention and Three-tiered Instruction (#8)
8. Positive Behavior Support (#8)
9. Worcester Public Schools Framework of High Quality Teaching and Learning (#4)

Questions:

For follow-up at the next meeting:

1. What is the percentage of students in the following categories for the district?
South Quadrant?

| | | | | |
|---------------------------|-----|-------|-------------|-------|
| Special Education | WPS | 19.6% | S. Quadrant | 21.6% |
| STEP | WPS | 1.65% | S. Quadrant | 2.0% |
| English Language Learners | WPS | 25.1% | S. Quadrant | 28.2% |

Stakeholder Feedback:

Members of the Local Partnership Group will make connections to appropriate constituencies to gather feedback and report at the next meeting.

**Local Partnership Group
Recommendations – Essential Condition #3**

Define the boundaries of curriculum decisions for Innovation Schools.

Define the district requirements of Innovation Schools for curriculum.

The Innovation School's curricula are aligned to state curriculum frameworks, including the Common Core Standards, and the MCAS performance level descriptions, and are also aligned vertically between grades and horizontally across classrooms at the same grade level and across sections of the same course. The Innovation School Plan must explain how the curriculum will address the high priority targets and meet the intended outcomes of Worcester Public Schools.

There are currently four high priority targets for all schools in Worcester: 1) high levels of achievement for English Language Learners, 2) high levels of achievement for students with disabilities, 3) high levels of reading performance for students in grade 3 / 4, and 4) attainment of 21st Century skills.

**Local Partnership Group
Recommendations – Essential Condition #8**

Define district requirements of an Innovation School for the implementation of Tiered Instruction.

The Innovation School Schedule is designed to provide adequate learning time for all students in core subjects. For students not yet on track to proficiency in English language arts or mathematics, the school provides additional time and support for individualized instruction through tiered instruction, a data-driven approach to prevention, early detection, and support for students who experience learning or behavioral challenges, including but not limited to students with disabilities and English language learners.

The Innovation School Plan must demonstrate systematic instruction and continuous improvement through Planning, Instructing, Assessing, and Adjusting to meet the needs of every student.

Tier 1 is supported by practices aligned to the growth of all students toward established standards.

Tier 2 is supported by practices aligned to moving every student to the next step in his / her learning toward established standards.

Tier 3 is supported by practices aligned to interventions tailored to individual students whose needs are beyond the scope of Tier 1 and Tier 2, including students who are identified as gifted / talented.

**Local Partnership Group
Recommendations – Essential Condition #4**

Define the boundaries of instructional decisions for Innovation Schools.

Define the district requirements of Innovation Schools for Effective Instruction.

The Innovation School's instructional practices must be based on evidence from a body of high-quality research and on high expectations for all students. Research-based reading, writing, and mathematics supports align to the needs of students, are incorporated in every discipline, and engage students as active learners. Effective instructional practices develop students as thinkers who question thoughtfully and find and use evidence to support their ideas to solve relevant problems.

Unless otherwise articulated in the Innovation School Proposal and Plan, the established district's Framework for High Quality Teaching and Learning will be implemented. High quality teaching and learning is content rich, student-centered, measurable, and exists in a culture of high expectations for all students across all grades. Teachers must be sensitive to students' needs, interests, strengths, abilities, modes of contribution, social / cultural backgrounds, and address three essential elements, 1) organization of the classroom, 2) instructional design and delivery, and 3) student ownership of learning.

Points for Communication

Summarize and list key points of discussion and information from the meeting.

1. The rigor of the innovation school must match or exceed district standards and expected results.
2. Existing standards are not negotiable and there are flexible ways to reach those standards.
3. The district's priority targets (currently high achievement for special education students, high achievement for second language learners, reading proficiency for grade 3 / 4 students, and 21st century skill literacy development) must be the focus of innovation schools.
4. Innovation schools must include and address achievement of all students.
5. The Worcester Public Schools Theory of Action is the foundation for innovation schools.
6. Jeff Mulqueen will share some literature about 21st century literacy.

Develop communication that is relevant to each of the different constituencies represented

No additional communication refinement was needed.

Meeting Evaluation and Review Next Agenda

What went well?

Small group discussions were helpful

The group shared humor

Binder and support documents were helpful

The discussion / consensus building actions that are built into the beginning of each meeting are helpful.

Areas for Improvement?

Some members would like more humor built into the meeting.