

In addition to providing targeted support to these schools through district personnel:

- align curriculum
- providing professional development
- conducting classroom visits and providing ongoing feedback to improve instruction

we have initiated a variety of supports to schools with the goal of increasing student achievement. These include:

AVID – Training elementary, middle and high school educators to use proven practices in order to prepare students for success in high school, college, and a career, especially students traditionally underrepresented in higher education. Through these trainings staff are better equipped to support students to improve by teaching skills and behaviors for academic success; provide intensive support with tutorials and strong student/teacher relationships; create a positive peer group for students and develop a sense of hope for personal achievement gained through hard work and determination.

Gateway to College Success Network – Through partnering with Mass Insight Education four of our secondary schools are networking within district and with 4 other districts in Massachusetts with the goals of aligning teacher and classroom instruction in grades 6-12 and removing systemic and structural barriers to school-based use of time, resources and scheduling flexibility.

PLATO – Through expanding the districts use of PLATO which is an online standards-based learning program schools can personalize learning for secondary students by providing both remedial and enrichment opportunities.

Wilson Programs – Through use of Wilson programs such as Foundations, Just Words and Wilson Reading elementary and secondary staff are trained to provide multisensory instructional support to students in literacy instruction such as phonemic awareness, phonics/ word study, high frequency word study, reading fluency, vocabulary, comprehension strategies, handwriting and spelling.

Self-Regulated Strategy Development (SRSD) - PreK-grade 8 and now high school staff and students have received training in writing in response to reading using SRSD strategies. Students learn the meaning and process of reading complex text, as appropriate to their age and grade, learn to pull apart a prompt and how to construct responses to opinion/argumentative, informational, or narrative text dependent questions. Schools continue to collaborate to develop and further refine expertise in cross school grade level meetings.

Units of Study for Teaching Writing- Built on the best practices and proven frameworks developed over decades of work in thousands of classrooms across the country and around the world, the *Units of Study for Teaching Writing*, K–8, offer grade-by-grade plans for teaching state-of-the-art writing workshops that help students meet and exceed rigorous global standards. Opinion/argument, information, and narrative writing are addressed. This is in the initial stages of developing cross school professional learning communities.

Early Literacy Improvement Collaboration: Several schools are collaborating with Dr. Catherine Snow, Harvard University, and Dr. Lauren Capotosto to improve literacy skill development using the context of science instruction and experiences as the platform for application of best practices in literacy instruction.

Fountas and Pinnell Guided Reading-The kits for guided reading scaffold and target teacher instruction to address specific student needs. Guided reading is research-based, scaffolded reading instruction that enables children to become independent readers. Using high quality leveled texts across a range of literature and informational genres, teachers support the students' reading behaviors. The teacher selects the leveled text based on what she knows about the readers in a particular group, and uses the text to help the readers build on what they already know about reading.

Universal, Tier 1 Behaviors- Elementary schools are working with the Social and Emotional Learning (SEL) staff to further develop, sustain and improve tier 1 behaviors which support a climate for learning.

"Reach for Reading", a Common Core Reading program published by National Geographic and CENGAGE Learning is targeted for ESL students. Two schools are piloting the program in the district and receiving related professional development for implementation.

"Wit and Wisdom" is being piloted in a school- The ELA curriculum is composed of four modules per grade level. Each artfully explores a specific topic to develop depth of understanding and inspire curiosity. At the core of each module is a selection of literary works, informational texts, and visual art. Modules are made up of 30 lessons which are covered in 6-8 weeks of study. All modules integrate reading, writing, speaking, listening and language instruction.

Keyboarding without Tears-Grade 4 students in the district are receiving a license for this program. It teaches the foundation skills students need to succeed with today's classroom work and online testing. Keyboarding without Tears has earned an ISTE Seal of Alignment for Readiness. Keyboarding without Tears is proud to be the Learning Magazine 2017 Teachers' Choice Award for the Classroom winner.

Typing Club Grade 8 students will receive a license to learn touch typing. Liaisons will work with staff to integrate technology into lessons with authentic tasks.

Worcester Hears (North Quadrant) Worcester HEARS is changing school environments to help children thrive in a complex and ever changing world. Worcester HEARS brings together advances in brain science, child development, and best practices to address childhood adversity in our complex society by creating school environments that support children's health, social and emotional development, and academic success.