

CLAREMONT ACADEMY

INNOVATION PLAN

SUBMITTED TO:

PLANNING COMMITTEE FOR VOTE
FACULTY FOR VOTE
SCHOOL COMMITTEE FOR VOTE

APRIL 29, 2015
MAY 6, 2015
JUNE 4, 2015

INNOVATION SCHOOL PLAN GUIDANCE DOCUMENT

INNOVATION SCHOOL INFORMATION FORM

Proposed Innovation School Name:	Claremont Academy
New/Conversion/Academy within a school:	Conversion
Proposed School Address (if known):	15 Claremont St. Worcester, MA 01610
Lead Applicant Name:	Robert Knittle
Lead Applicant Phone Number(s) :	508-799-3077
Lead Applicant Fax Number(s) :	508-799-8202
Lead Applicant Email Address:	knittler@worc.k12.ma.us

If conversion:

Existing School Name:	Claremont Academy
Existing School Address:	15 Claremont St. Worcester, MA 01610

Proposed Innovation School opening school year: 2013-14 2014-2015 2015-2016
 Proposed duration of innovation plan (up to five years): 3 years 4 years 5 years

School Year	Grade Levels	Total Student Enrollment	Total number of Staff
First Year	7-12	500	43.9
Second Year	7-12	525	43.9
Third Year	7-12	550	46.5
Fourth Year	7-12	575	46.5
Fifth Year	7-12	600	49.1
...			
At Full Enrollment	7-12	600	49.1

**INNOVATION PROSPECTUS
SCREENING COMMITTEE APPROVAL FORM**

Proposed Innovation School Name:	Claremont Academy
Proposed City/Town Location:	Worcester, MA

Typed Name of Superintendent or designee:	Dr. Melinda Boone
Signature: <i>Melinda J. Boone</i>	
Vote to Approve or Reject (circle one):	<u>Approve</u> <i>Reject</i>
Date: <i>3.19.15</i>	

Typed Name of School Committee Chair or designee:	Mr. John Monfredo
Signature: <i>John F. Monfredo</i>	
Vote to Approve or Reject (circle one):	<u>Approve</u> <i>Reject</i>
Date: <i>3/19/15</i>	

Typed Name of Union President or designee:	Mr. Leonard Zalauskas
Signature: <i>Leonard Zalauskas</i>	
Vote to <u>Approve</u> or Reject (circle one):	<u>Approve</u> <i>Reject</i>
Date: <i>3/19/15</i>	

I hereby certify that the information submitted in this Innovation Prospectus is true to the best of my knowledge and belief and has been approved by at least 2 of the 3 Screening Committee members.

Signature of Superintendent or designee *Melinda J. Boone* Date *3.19.15*

INNOVATION PLAN CERTIFICATION STATEMENT

Proposed Innovation School Name:	Claremont Academy
Proposed City/Town Location:	Worcester, MA 01610

Names of innovation plan committee members (no more than 11 individuals) selected in accordance with state law:

Affiliation	Name	Vote (yes or no)
Lead applicant	Robert Knittle	Yes <i>RK</i>
Superintendent or designee:	Dr. Marco Rodriguez	Yes <i>Elie. Vote</i>
School committee member or designee:	Ms. Hilda Ramirez	Yes <i>CH-R</i>
Parent who has one or more children enrolled in the school, or in the case of a new school, in the district:	Ms. Chantel Bethea	yes <i>(CB)</i>
Teacher employed by district (selected from among volunteers)	Ms. Deirdre Carlson	Yes <i>D.C.</i>
Teacher employed by district (selected from among nominees submitted by the local teacher's union)	Ms. Maria Willkens	Yes <i>MW</i>
Member:	Dr. Thomas Del Prete	yes! <i>TDP</i>
Member:	Mr. Michael Eressy	Yes <i>M.E.</i>
Member:	Mr. Scott Bodamer	Yes <i>SB</i>
Member:	Dr. Sarai Rivera	Yes <i>EM. Vtl</i>
Member (Principal):	Mr. Ricci Hall	Yes <i>RH</i>

I hereby certify that the information submitted in this innovation plan is true to the best of my knowledge and belief and has been approved by a majority vote of the innovation plan committee.

Signature of Lead Applicant Member *Robert D. Knittle* Date *4-29-15*

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INNOVATION SCHOOL PLAN

I. EXECUTIVE SUMMARY

As a conversion model, Claremont Academy will harness the autonomies of the Innovation School regulation to provide a first-class education aimed at college, career, and civic readiness for all students in a 7-12 middle/high school. Autonomies in curriculum, professional development, school calendar, budgeting, district policies and procedures, and staffing will support the following key programmatic and design elements in pursuit of this goal.

1. **All honors, college preparatory foundational curriculum for all students, built on the idea of students as powerful thinkers:**

Starting in grade 9, all students will take an all honors curriculum designed to help students read, write, discuss, problem-solve, create, and collaborate towards mastery of 21st century learning skills. The school's curriculum will combine the same foundational core for all students and clear paths of early college and career coursework for students to follow as their interests emerge and they progress in their academic work. Grade 7 and 8 will be part of the preparation for the all-honors curriculum.

2. **Personalized inventory, preparation, and assessment of each student to ensure college, career, and civic readiness throughout their experience at Claremont Academy:**

Each student will develop a College, Career, and Civic Readiness Plan. Students will be able to chart their progress towards college readiness, including early college experiences, and towards career readiness, making adjustments as interests emerge and as they gain more exposure to post-secondary opportunities. The school will use the WPS Guidance Curriculum and guidance software to have students take career and interest surveys. They will use these surveys to conduct research about their interest and generate a personal plan towards college and career readiness. Claremont will give special attention to career fields where historically, minorities are underrepresented: science, engineering, technology, and math. Students will also set and strive to meet goals for civic work in the Claremont community and beyond.

3. **Gateway performances at grades 8, 10, and 12 to assess, measure, and develop college, career, and civic readiness:**

Students will conduct quarterly assessments and projects based on college, career and civic-readiness development. Culminating Gateway Performances at Grades 8, 10 and 12 will be public and assessed using defined rubrics; data from these Gateways will help students refine their goals and make adjustments for the future. The Senior Gateway will be a component of successful high school completion and a demonstration of readiness for college, career, and civic life beyond Claremont Academy.

4. **Early college experiences, career-related internships, and civic-minded community service integrated into the curriculum to give students a full view of postsecondary life:**

To prepare students for college, career and civic life, all students will be given opportunities, such as AP coursework and actual college classes, to learn what college readiness truly means, to participate in an internship related to a career interest, and to complete community service designed to build understanding of their role as a citizen. Clark University, our primary partner, will anchor the process of supporting early college experiences, providing opportunities for auditing and taking courses, as well as offering neighborhood students who qualify a tuition-free education at Clark. Quinsigamond Community College will offer courses within our building for students as well as Accuplacer testing.

5. **Integrated social emotional learning and mentorship that is aimed at helping students cope with trauma, poverty, and the challenges of being a first generation college student:**

The parents of Claremont students generally support the idea that their child, who in all likelihood would be the first in the family to complete a postsecondary degree, should have a college education. In realizing this dream, Claremont students are challenged by a number of factors including regular exposure to poverty and trauma. To help students meet these challenges, Claremont must and will integrate social and emotional learning, giving attention to health and physical wellness, mindfulness, mentoring, and restorative practices as much as possible throughout the curriculum.

6. **Strategic partnerships that will help build a Pre-K through 16, cradle to college Innovation Zone that will ensure a first-class educational experience for Main South neighborhood kids:**

Claremont is fortunate to have key partners who will help ensure the success of our Innovation School Plan. Clark University is at the center; it has demonstrated for years a true and genuine commitment to the students in Main South. There are three other Innovation Schools in our neighborhood, among them the only other 7-12 middle/high school in the city, a national model for college preparation of first generation college goers, and two Pre-K through 6 elementary Innovation Schools, one of which shares our building and is our most significant feeder school. We plan to take advantage of this neighborhood configuration, in particular our close connection with our primary feeder, Woodland Academy, aligning professional development and other opportunities with these partners to help build an integrated, cradle to college experience for Main South students. With Woodland, we will coordinate math learning in the coming year, thanks to a Clark-supported position, coordinate some professional learning based on common professional development time, and work together on the transition from 6th to 7th grade. We expect to have the support of other key partners as well, including the Boys' and Girls' Club, the Main South Community Development Corporation (CDC), and National Grid. We expect over time that opportunities from our strategic partnership will take such forms as college courses at Clark and Quinsigamond Community College; opportunities for parents such as English as a Second Language and General Education Development, now referred to as the High School Equivalent Testing Program (HiSET), along with classes in valued areas such as technology use, financial management, and parenting. We also hope to work with our Innovation School partners in the neighborhood to increase educational opportunity by attracting Worcester Night Life, thus building the neighborhood as an Innovation School Zone.

7. **Support and tracking of Claremont alumni to ensure that students are persevering through post-secondary experiences towards productive citizenship:**

Since success beyond high school is our aim, it will be critical that we support students beyond their senior year. We will need to track and learn from students' first year college experience and progress towards college completion to inform our work in preparing students for college, career, and citizenship. To do this means re-conceptualizing the boundaries between secondary and the post-secondary world, and it will mean using surveys and social media to get feedback from graduates long after they graduate from high school.

8. **A powerful collaborative professional learning culture:**

We recognize that a powerful and coherent college-going learning culture for students will be sustained by a parallel culture for adults. As an Innovation School, Claremont will incorporate practices of professional learning focused on building strong academic learning communities and engaging all students in powerful learning. To achieve a powerful learning culture for adults, we will focus not on external inputs, but rather on a structured process in which teachers learn *in* and *from* as well as about practice, collaboratively, reflectively, and inquiringly, in the place where it

matters most: in their own classrooms and schools. Our practice-based approach to professional learning is represented in what we call “reflective practice cycles.” Reflective practice cycles engage collaborative groups of teachers in: (1) *collaborative lesson planning*, (2) *teacher rounds*, and (3) *looking at student work*. Reflective practice cycles will play a central role in building the professional community by drawing together teachers from within and across grade-levels, sometimes in discipline-specific groups and sometimes in multidisciplinary groups which work with the same students, and incorporating specialists in English language learning and learning disabilities. The “vertical” (multi-grade level) and “horizontal” (same grade level) teaming of the reflective practice cycle will help structure learning so that it permeates and builds coherence throughout the school. In addition, teachers will act as researchers in their school, using available data and generating new data as part of a collaborative inquiry process, with support from their Clark University partners.

II. STRATEGIC CHANGE CHART

<u>Current school or District practice</u>	<u>Proposed change in practice</u>	<u>Expected impact on Student achievement</u>
<p>Limited curriculum and assessment geared to college, career and civic readiness, social-emotional development, and the development of the school as a powerful community of learning</p>	<p>Design principles 1, 2, 3, 4, 5 We will adopt an all-honors curriculum, and develop an assessment scale of college, career, and civic readiness to guide students in developing College, Career, and Civic Readiness Plans and demonstrating their growth during “Gateway” presentations at 8th, 10th, and 12th grades. Presentations will reinforce values of community responsibility, service, and mutual support.</p> <p>College, Career, and Civic learning, including early college experiences and internships, and socio-emotional learning will be integrated in the curriculum.</p>	<p>An all honors curriculum will set expectations for student achievement. Our assessment scale will be linked directly to success in college and career, will help students make goals and understand their progress, and allow us to focus support for students’ development over time. We anticipate rising 8th Grade presenting to 6th and middle school, rising grade 10th to 8th grade and high school, and rising grade 12th to parent/faculty/community members. This process will help create a culture of mutual support and learning, resulting over the next several years in a new academic identity and culture of achievement for students at Claremont.</p>
<p>No system or personnel to support postsecondary readiness, transition, and alumni tracking</p>	<p>Design principles 2, 4, 7 Establish a “College and Career Curriculum Coordinator” position to oversee curriculum integration, early college experiences, and postsecondary transition and success; develop a process of supporting alumni and tracking their postsecondary progress; and develop internship partnerships and pathways necessary for success in college and career.</p>	<p>Students will have personalized support in achieving college, career and civic readiness goals, in early college experiences, and in achieving postsecondary success.</p>
<p>Limited partnerships</p>	<p>Design principle 6 Develop partnerships that directly support college, career, and civic readiness, integrating them into the curriculum and the lives of Claremont students.</p>	<p>College, career, and community betterment will be made concrete and accessible for students, reinforcing achievement goals and aspirations.</p>
<p>Limited time for common planning and collaborative professional learning</p>	<p>Design principle 8 Establish collaborative planning and learning time and practices: Using scheduling autonomy, we will establish a monthly early release day for students, allowing for substantial planning and learning time for teachers; adjust school schedule and teacher assignments to include weekly common planning time for middle school and high school grade level teams; implement collaborative professional learning practices as part of the professional learning culture.</p>	<p>Increased understanding of student needs and effective practice will lead to increased student achievement.</p> <p>Increased student assessment by grade level teams will enable teachers to work together in addressing learners’ individual needs, thus increasing support for individual student achievement.</p>
<p>Limited role and discretion in hiring at the school level</p>	<p>Using staffing autonomy, we will establish a more school-based hiring process, including staff in the process.</p>	<p>New staff will share the school mission, philosophy, and practice and ensure continuity in opportunity and support for students, building their confidence and achievement.</p>

III. PUBLIC STATEMENT

In converting to an Innovation School, Claremont Academy seeks support to transform from a school with an historic record of underperformance and low college matriculation and completion into a strong community that puts all of its students on a path towards college, career, and civic responsibility. Claremont seeks a partnership with the three other Innovation Schools in Main South (Woodland Academy, Goddard Elementary and University Park Campus School), thus supporting students from cradle to college. Among many distinctive opportunities, students at the Claremont Academy Innovation School will participate in an all honors, college-going curriculum, will develop and carry out personal College, Career, and Civic Readiness Plans, will develop and demonstrate their readiness through projects and public performances, and will have opportunities for career internships, community service, and learning in college courses.

IV. MISSION, VISION, STATEMENT OF NEED, AND PROPOSED PARTNERSHIPS

A. Mission Statement

The Claremont Academy Innovation 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 its 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.

B. Vision Statement

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 will be 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:

- An all-honors foundational curriculum built on the idea of students as powerful thinkers;
- A curriculum in which career, community, and early college learning are integrated;
- A curriculum in which socio-emotional learning is integrated;
- A personalized College, Career, and Civic Readiness Plan;
- An assessment process which charts students' progress in college, career, and civic readiness and which involves them in public "Gateway" demonstrations of their learning;
- A strategically aligned partnership and professional community, spanning Pre-K – College, designed to support students;
- A process of tracking students' progress in postsecondary learning, building a stronger connection between secondary and postsecondary experience; and
- A professional learning community built on the idea of teachers as powerful learners of practice.

Becoming powerful academic thinkers and doers in an all honors foundational curriculum: In our community, students will feel personally valued, supported, and challenged as they participate in an all-honors curriculum and grow academically, socially, and civically. They will develop faith in the efficacy of their effort and persistence. They will try, aspire, and take responsibility rather than fear failure. They will discover their capability and potential. They will participate actively, their voices, ideas, and contributions valued. And they will connect to a broader adult community that encourages, supports, and provides opportunity along paths of college and career readiness and civic responsibility. They will expect to qualify for college or career education, and prepare a bright future for themselves and their community.

Consistent with our mission, students will experience the power of their minds from the moment they enter the school, testing and developing their ideas while engaged in meaningful, purposeful, and authentic – therefore powerful - learning experiences tuned to the common core curriculum. They will be inducted into four learning practices for this purpose, practices individually and together designed to support their academic development over the course of their learning at Claremont, in particular their capacities as readers, writers, speakers, collaborators, and problem-solvers. These learning practices include academic discourse (how to effectively offer, discuss, debate, and develop ideas); reading-to-learn (how to comprehend and critically engage a text); writing-to-learn (writing to express and also to reflectively develop and examine thinking), and collaboration (learning how to learn together and the power of doing so). They will begin building a college-ready mindset, developing a habit of persisting in the face of challenge and complexity and valuing the learning, which comes from doing so. Students, like their teachers, will also take an active part in building a culture of trust, mutual support, reflection, and involvement, participating in their school community through activities such as helping to mentor or read to younger students.

Participating in a curriculum which integrates college, career and civic learning: At Claremont, academic, emotional, college, career and civic growth are viewed as important to each other and integrated in the curriculum. Each student will be supported in developing and maintaining a College, Career, and Civic Readiness Plan with clear markers of development.

In their first years, students will become acquainted with college and the partnership community, which defines the Innovation School. As they start on the path toward early college academic work, they will tour at least one college and talk with older Claremont students about their early college experiences. They will set goals for their own early college experiences, and begin to learn how to recognize and assess their own progress towards college readiness, working with an adult advisor and their grade level team of teachers. They will begin to identify interests and corresponding careers and take responsibility as community members by helping others.

Over time, students will have an opportunity for short internships to deepen their understanding of potential career paths. As sophomores, juniors, and seniors, as they progress academically and grow in their responsibility as community members, they will also have an opportunity to visit, audit, and take college courses, with support from a dedicated College and Career Curriculum Coordinator. They will begin to identify and participate in meaningful community projects as part of their civic learning.

Participating in a curriculum which integrates socio-emotional learning, addresses trauma, and prepares students as first-generation college-goers: Recognizing the challenges that many students face as a result of living conditions or experiences over which they have little or no control, the curriculum will include learning focused on health and wellness, dealing with trauma, mindfulness, mentoring, and restorative practices, with the idea of building a community conducive to health, well-being, and mutual care as well as powerful academic learning.

Developing and maintaining a personalized College, Career, and Civic Readiness Plan: Each student will develop a College, Career, and Civic Readiness Plan. Students will be able to chart their progress towards college readiness, including early college experiences, and towards career readiness, making adjustments as interests emerge and as they gain more exposure to post-secondary opportunities. The school will use the WPS Guidance Curriculum and guidance software to have students take career and interest surveys. They will use these surveys to conduct research about their interest and generate a personal plan towards college and career readiness. Claremont will give special attention to career fields where historically, minorities are underrepresented: science, engineering, technology, and math. Students will also set and strive to meet goals for civic work in the Claremont community and beyond.

Developing and demonstrating academic learning, and college, career, and civic readiness: Periodically, during a dedicated time for special projects, students will prepare presentations testifying to their college, career, and civic development. They will develop and demonstrate their prowess as learners and responsible community members either through a project they have chosen, by reflecting on examples of their college level preparation and early college work, or through some other means agreed upon with their teachers. During “Gateway” presentations at 8th, 10th, and 12th grades, prepared according to a rubric of development, they will present to members of the Claremont Innovation School community, including other students, parents, teachers, and college and career partners.

Becoming a neighborhood-based college-going learning community committed to each student’s success: At Claremont we believe that our mission will be fulfilled through the development of a powerful college-going learning community formed and sustained by teachers, students, parents, and college and community partners in a spirit of trust, mutual commitment, and Ubuntu (“I am because we are.”). We see the school as a beacon and central force in this community, evolving into a place of learning for both students and adults, youth development activity, and recreation for parents as well as students, ideally open into the early evening on a normal day and during the summer as well. We hope, too, that it helps knit together a learning and student support network in tandem with our neighborhood education partners, in particular the Woodland Academy, Goddard School, and University Park Campus School Innovation Schools and Clark University, thus creating a tightly woven PK-16 fabric of opportunity in the neighborhood which will touch every student and family. Students at the Claremont Innovation School not only will learn in an environment in which pursuing postsecondary education is a normal expectation, but grow up in a neighborhood in which this idea and the hopes it embodies is experienced every day, in particular in the students visiting and taking classes at or matriculated at Clark. This is the promise of our plan.

Fulfilling the mission: Postsecondary tracking and success: By the end of five years of developing the Innovation School college-going culture, we expect that the majority of Claremont students will participate in early college academic experiences, all will qualify for postsecondary education, and three-fourths will enroll at a two- or four-year college within a year of the fall following graduation. We expect to strengthen the secondary-postsecondary experience by tracking students’ progress with the help of social media, part of the role of the College and Career Curriculum Coordinator. We hope and expect that students will also begin returning as alumni to discuss their paths to college and career, and to support the next generation of students.

Teachers as powerful learners of practice: Claremont teachers will lead in the formation of a powerful learning culture for students as powerful learners of practice. They will continually share, reflect on, inquire into, and develop their practice in support of powerful learning through a “reflective practice cycle” of collaborative lesson planning, teacher rounds, and looking at student work, and through teacher research. They will collaborate in assessing and guiding each student’s development, working in

grade level, cross-grade, and whole school teams, and also with colleagues at Woodland Academy, Goddard School, University Park Campus School, and Clark University as possible.

C. Statement of Need

Rationale for Claremont becoming an Innovation School: In seeking approval for the conversion of Claremont Academy to an Innovation School, we are seeking support for its transformation from a school with an historic record of underperformance, significant attrition, and low college matriculation and completion rates into a school that puts all of its students on a path to college, with the majority participating in early college experiences, such as visiting, auditing, and taking courses, and at least 75% enrolling in a 2 or 4 year college. We believe that the conversion of Claremont to an Innovation School will leverage its significant potential to provide exceptional educational opportunity and support for its Main South student population in coordination with its fellow neighborhood Innovation Schools (Woodland Academy, Goddard Elementary, and University Park Campus School), and with its college partners, in particular its close partner, Clark University. As an Innovation School, Claremont will not only stand tall for its students and their families in the neighborhood, but also provide a model within the district for developing an early college curriculum.

	Enrollment	White	Hispanic	Black	Asian	Special Needs	ELL	Free & Reduced Lunch
Claremont Academy	498	50 (10%)	335 (67%)	76 (15%)	37 (7%)	73 (15%)	205 (41%)	447 (90%)

Demographics and need: Demographically, Claremont serves a population disturbingly underrepresented in postsecondary education. As the table above indicates, Claremont students are ethnically diverse, largely Hispanic, and from families with low-income backgrounds; about 41% of whom are English learners. They live mainly in the Main South neighborhood surrounding Claremont. Their primary community resources include the Boys & Girls Club on Tainter Street, Clark University, and local churches. Almost all of these students are challenged to meet grade level academic goals. Almost all will be the first in their families to attend college.

Over the last seven years approximately 66% of Claremont students have actually matriculated at college (this figure does not include the percentage of students who did not make it to their senior year; historically, the attrition rate has been high). During this time, the persistence rate beyond matriculation has been regrettably low; only 14% of all Claremont graduates completed either a 2-year or 4-year degree. Of the 30 degrees conferred, 11 were from a 2-yr college and 19 were from a 4-yr institution (See Appendix A – Post Secondary Data).

How becoming an Innovation School can make a difference: Building a new culture which leaves behind Claremont’s recent history of underperformance, low college matriculation and completion rates, pushing students to make the academic progress necessary to qualify them for college, helping them understand the value and culture of postsecondary education, and building with them aspiration, expectation, and nurturing within them aspiration, expectation and readiness for college will require the focused, concerted, and collaborative effort which we believe flexibility as an Innovation School can provide.

As an Innovation School, Claremont will be able concentrate on building a college-going mindset and culture; on helping students to believe in and experience the power of their minds and hearts; on helping them to value, assess, and progress in academic work and as contributing members of their community; on providing and guiding students along early college and career pathways in coordination with its partners, using a personalized College, Career, and Civic Readiness Plan. Flexibility in scheduling, staffing, budget, professional development and curriculum will help in establishing a new culture geared

to powerful learning and demonstrations of learning within a broad community of support, and a new early college curriculum and identity.

To convert Claremont to an Innovation School along these lines, the school must be able to schedule time for teachers to meet and plan in teams, as well as to meet and coordinate professional learning and practice with both neighboring Innovation School and college partners. We believe it also means the flexibility to provide for a college and career success coordinator, someone with responsibility in particular for guiding dozens of students at a time in early college and career experiences, someone with the expertise to monitor and support student progress through early college experiences, in particular auditing and taking courses, and the postsecondary transition. We believe it requires the flexibility to develop curriculum projects designed to support students' development as inquirers, problem-solvers, collaborators, and responsible community members, consistent with readiness for college-level learning and career. We believe it also means the flexibility to figure out expanded academic and enrichment opportunities after school and in the summer. Claremont has a much greater chance of fulfilling its mission and setting an example of what is possible in terms of making college real, accessible, and achievable for its students by becoming an Innovation School in concert with its partner schools in Main South.

Moving towards Innovation, as our School Accountability Plan shows, we are challenged to improve our MCAS mathematics scores from their low 7th grade level (over the past two years, approximately 72% of students perform at either the warning or needs improvement level). Our strategy for improving student fluency in numeracy and performance on both the PARCC and MCAS assessments requires scheduling flexibility. Scheduling flexibility will allow us to increase support for student mathematical learning at the 7th, 8th, and 10th grade levels, in part by increasing time for teacher curricular planning. Plans for next year include having a longer class period throughout the day (School Calendar/Scheduling) and monthly Professional Development time which supports concentrated all-school planning. In addition, thanks to our Clark partner, one of our teachers will be freed up half time in 2015-2016 to build continuity in the math curriculum, grades 4-8, working with Woodland Academy in conjunction with the title IIB Grant.

Scheduling flexibility will thus work hand in hand with flexibility in professional development as well as curriculum, instruction, and assessment to mold our curriculum and support for students and to create for them a coherent academic development experience geared to college readiness. Not least, it will help us to increase actual college level work for our students—to incorporate college level classes into the curriculum for students as juniors and seniors.

Another addition to the Innovation plan, has come from input of the parent group. While we've seen an increase in the amount of parent/guardians taking part in our events at school (including participating in the parent group), the parent/guardians are asking for the ability to use our school to take classes. The opportunity for GED, ESL, Parenting, Technology and other classes will be requested by our school in order to better support our community of the need to enhance their 21st Century skills and to appreciate further the vitality of a certificate or degree necessary for future growth in the world around them.

D. Proposed Partnership(s)

The full development of the Claremont Academy Innovation School will depend on partnership in three distinct categories:

Primary partnership: The Innovation School plan will leverage the current partnership with Clark University to its full effect. Clark will play an integral role in providing students with early college experiences, will support instruction through its Master of Arts in Teaching program, will support the teachers and school leaders in their process of research, reflection and inquiry, and will help build a coordinated effort with the other Main South neighborhood Innovation Schools.

Additional college partners: Quinsigamond Community College will also play an important role in providing Claremont students with early college course and experiences. We hope as well to enlist the support of Worcester State University, Becker College, College of the Holy Cross and Worcester Polytechnic Institute.

Neighborhood partners: Claremont will also seek to develop and strengthen relationships with other organizations which share its commitment to the Main South neighborhood, in particular the Boys' and Girls' Club, the Main South Community Development Corporation, Family Health Care (behavioral health as well), the YMCA, the YWCA, National Grid, Latino Education Institute, Ivy Child International, Hanover Insurance, Rotary International of Worcester, MassEdCo, and churches such as the Belmont Street African Methodist Episcopal Zion Church and St. Peter's Parish, which currently share programs for students and families.

Partner	Commitments and Potential Contributions
Primary Partner	
Clark University	Teacher inquiry and Collaborative Research, College Courses, Master of Arts in Teaching program, Tutoring and Mentoring opportunities, Campus Exposure, Financial Support, Adam Achiever academic support program, Upward Bound program, Ability to leverage future grants
Additional College Partners	
Quinsigamond Community College	College Courses, Campus Exposure, Accuplacer Testing, Ability to leverage for future grants
College of the Holy Cross	Tutoring and Mentoring opportunities
Becker College	Digital Literacy and exposure to online video development
Worcester State University	College Courses, Campus Exposure
Latino Education Institute	Opportunities for further support of Latino parents and student.
Worcester Polytechnic Institute	Campus Exposure, Opportunity for STEM development
Neighborhood Partners	
Boys and Girls Club	Volunteer, Internship, Paid jobs, Neighborhood courses, Youth activities, Ability to leverage future grants
Main South CDC	Internship opportunities, Community network opportunities, Parenting support
Family Health Care in Conjunction with the School Nurse	Behavioral Health, Medical Health, Possible teaching opportunity
YMCA	Internship and job opportunities
YWCA	Courses taught in school for empowering women
National Grid	Internship potential, Helping to support our teachers professional

	development, supporting parent and community knowledge of energy use, pathway to Energy Utility Technology Training Program
Ivy Child International	Mindfulness training for 8 th Grade students and all faculty
Rotary International of Worcester	Possible Internship Opportunities
Hanover Insurance Company	College Success Institute (in conjunction with MassEdCo)
MassEdCo	Collegiate Success Institute, Educational Opportunity Center, On Our Way
Belmont St. African Methodist Episcopal Zion Church	After school tutoring programs, dance programs
St. Peter's Parish	Youth activities programs

**E. Responding to the need:
Creating Lifelong Readers, Writers, Thinkers and Problem-Solvers**

In response to the need to refocus learning at Claremont so as to support college and career readiness, teachers collaborated in identifying critical characteristics of learning at beginning, developing, and “readiness” stages of development. Members of our Innovation School Planning Committee have also participated in this process. Our developmental scheme for student learning at Claremont is represented in the chart below, “Creating Lifelong Readers, Writers, Thinkers and Problem-Solvers,” and will serve as an important basis for our formative and summative assessment process.

Creating Lifelong Readers, Writers, Thinkers and Problem-Solvers:

Claremont		College and Career Characteristics	Beginning	Developing	Ready
Academic Social and Social Emotional Career Civic		Reflect/Self-Monitor/ Persevere	Identifies academic needs and goals and how to meet them. Meets one goal in an area of challenge.	Actively identifies and strives to meet academic needs and goals, even in areas of challenge	Consistently works towards best performance
		Collaborate	Listens to and respects others and contributes to group work consistently.	Plans for and actively participates in group work while valuing and supporting the viewpoints of others. Can offer, discuss, debate, and develop ideas respectfully with others (academic discourse).	Values multiple perspectives and capabilities and can work cooperatively and reflectively to accomplish a complex project which benefits from them.
		Communicate	Uses strategies for comprehending complex material (reading-to-understand). Explains thinking in different ways using different modalities, including writing (writing-to-learn and to express understanding).	Can both comprehend and critically examine a text or idea, through reading, writing, and in academic discourse. Can explain and illustrate how he or she arrived at an idea and what makes the idea valid using appropriate evidence in different ways.	Can express ideas clearly and persuasively in multiple ways using appropriate evidence and arguments and taking into account other ideas and biases including one's own.
		Analyze/Problem Solve	Can explain what is needed to solve a problem, and possible ways to solve it.	Can explain how to solve a problem in more than one way and why the solution is valid. Can explain why a solution works and/or doesn't work.	Can pose as well as explain important problems and their solutions and analyze the validity and strength of different solutions.
	Investigate and Research	Can explain why particular information or data are relevant for addressing a particular problem or question, and distinguish valid from invalid data.	Can identify some valid ways for gathering data or information. Can generate and explain why particular data or information are relevant for addressing a particular problem or question. Can present data and information in a persuasive way. Can develop a coherent response to the problem or question based on data.	Can identify and carry out a process for acquiring data or information relevant for addressing a particular problem or question, critically discuss data and information and their validity, and draw well-reasoned conclusions.	

V. REQUESTED FLEXIBILITIES AND AUTONOMIES

A. Curriculum, Instruction, and Assessment

The chart above on “Creating Lifelong Readers, Writers, Thinkers and Problem-Solvers” is an important representation of how we will focus student learning and instruction in order to fulfill our mission and vision as an Innovation School. The chart below, “Claremont Innovation School Academic, College, Civic, and Career Pathway,” provides a bird’s eye view of our overall curriculum and assessment plan. Our draft guidelines for Gateway assessment are included in a chart format under the section on “District Policies and Procedures.” Flexibility in curriculum, instruction and assessment will allow us to implement the approach to curriculum, instruction, and assessment represented by these documents, in particular to:

- Build an all-honors, core college preparatory curriculum with diverse instruction using a team approach that personalizes learning plans for all.
- Continue a team structure to better support formative and summative assessments in both the middle and high school level classrooms. A team structure will allow us to apply our Professional Learning Practices through the lenses of grade-level teams (horizontal) as well as department-wide teams (vertical). In this way, we can build practice across the curriculum and the grade levels coherently and reflectively.
- Explore and integrate “Digital Literacy” into the curriculum, thus helping us to meet the needs of the 21st Century student. Our goal is to expand the modalities of our students’ learning beyond text-based material through technology-driven research and instruction.
- Develop an alternative assessment tied closely to our Innovation School Academic, College, Civic, and Career Pathway and the corresponding rubric we have developed during our planning process. The alternative means of assessment that we are proposing is one of the core strategies that we believe will help build a college-going culture and college success, and help us to overcome the 5-year cohort statistic of approximately 16% of all Claremont graduates since the class of 2007 having earned a post-secondary degree. Our rubric takes into account the development and demonstration of college and career readiness skills over time, from Grades 7 through Grade 12. We plan quarterly assessments as well as “Gateway” demonstrations every two years, beginning in grade 8, based on the rubric. We don’t as of now expect report cards to change, but consider this additional layer of assessment to be critical to the learning process and success of Claremont as an Innovation School dedicated to college, career, and civic readiness. The alternative assessment may in the future lead to new ways to communicate academic progress to students and their families. Each quarter will conclude with a formative and reflective personal progress report, which when built over two years will allow students to further understand their development along the college and career readiness continuum, develop a growth mindset, and help students come to see their learning as readers, writers, thinkers and problem-solvers at Claremont as part of a lifelong process.
- Establish, in addition to Mass Core and District related requirements, Gateway performances as a condition for graduation over time. Our experience implementing and refining the Gateways during our first two years as an Innovation School will help us determine when to adopt them as a graduation requirement.
- Provide early college experiences, in particular to incorporate opportunities and support for auditing and taking courses at Clark University, as well as through Quinsigamond Community College.
- Enhance the culture of success through a respect for the diverse community in which our students live and an appreciation for the individual learning appropriate for success. We will adopt a metacognitive approach to learning in an attempt to make the learning process as well as the assessment process transparent.
- Explore and develop opportunities for families to participate in learning such as GED, ESL,

Technology, and Parenting, thus developing Claremont as a valued place of learning within the community and in the experience of students and their families.

- Integrate social-emotional learning into the curriculum.
- Design STEM-related courses to capitalize on the influx of students coming from Woodland Academy through their technology grant-funded curriculum. Working together with National Grid and other partners, will allow us to generate authentic tasks that relate directly with STEM, from both middle and high school, as well as to help create further pathways to career opportunities in a professional world for our students.
- Create mentoring and induction programs to support the transition of new students' into the community and culture of Claremont. To further support English Language Learners, we will give priority in staffing to Dual Licensed instructors (ESL and subject area) who can provide sheltered content instruction.
- Integrate college, career, and civic learning experiences into the curriculum while adhering to the Common Core and Mass Core requirements. We are especially eager to implement our College, Career, and Civic Readiness Plan and our Gateway research and assessment process.
 - Starting in the 11th and 12th grade, students will be able to choose CTE pathways that will include two consecutive years of electives that can lead to career advancement and technical certifications. We will work with our college partners to offer potential career electives in Computer, Technology, Engineering, and Public Safety. This includes classes that will meet MassCore electives as well as professional certifications in Computer Software management.
 - In addition to these classes, we expect, through a new position of College and Career Coordinator, to network with business and partner organizations so that these students will conduct internships in their junior and senior year that are connected to their CTE career pathway. In this way, students who enter these pathways will have many opportunities leaving high school; they will be able to enter the workforce, continue their career education as part of post-secondary pursuits, or enter either a 2 or 4-year college for educational advancement. The information gathered by the College and Career Coordinator will be used to help us better understand how to develop our curriculum and assessment process so as to support our students in college readiness and build the perseverance they will need in postsecondary learning.

Claremont Innovation School Academic, College, Civic, and Career Pathway:

This pathway represents the full span of curriculum planned for the Claremont Innovation School. As students progress along this pathway their learning opportunities increase alongside their academic learning and broaden to encompass more civic, college, and career learning. We note that our full implementation of the pathway plan will depend in part on whether we are able to establish the position of College and Career Coordinator, which will be integral to establishing expanded learning opportunities and guiding and assessing students.

Claremont Innovation School Academic, College, Civic, and Career Pathway			11-12
Grade 7-8			9-10
Academic Curriculum	Core Curriculum	All Core	All Honors
	Academic Support	<ul style="list-style-type: none"> Mentoring by older students Supplemental literacy and numeracy classes 	<ul style="list-style-type: none"> Tier 2 support Partner support (e.g., Clark “Adam Achievers”)
Developmental Assessment	Personal Progress Assessment	<ul style="list-style-type: none"> Quarterly review of personal progress based on the “beginning” stage of the developmental rubric 	<ul style="list-style-type: none"> Quarterly review of personal progress based on the “developing” stage of the developmental rubric
	Gateway	<ul style="list-style-type: none"> Demonstration of “beginning” readiness 	<ul style="list-style-type: none"> Demonstration of “developing” towards readiness
College, Career and Civic Learning	Civic Learning	<ul style="list-style-type: none"> School-based service (including newcomer welcome team) 	<ul style="list-style-type: none"> School and neighborhood service (including newcomer welcome team)
	Early College learning opportunities	<ul style="list-style-type: none"> Pre AP Identify college matched to interests 	<ul style="list-style-type: none"> AP courses College visits (e.g., Clark Adam Achiever program) Auditing College Courses when ready (Clark) Developing Accuplacer Readiness
	Career learning opportunities	<ul style="list-style-type: none"> Identify and research a career interest 	<ul style="list-style-type: none"> Junior & senior seminars (Clark support) Community-based college readiness programs (e.g., Bottom Line, CSI) STEM focus (AP and College) Humanities focus (AP and College) College Courses for credit when ready (QCC, Clark, and Holy Cross) Career internships Technical and Career Training (QCC)

B. Schedule and Calendar

Flexibility in scheduling and calendar will allow us to structure learning according to our design principles, mission, and vision, in particular to:

- Establish an early release day for professional development and collaborative planning on the first Wednesday of the month, for ten months, from approximately 12:15 to 3:33 p.m., in parallel with our primary feeder, Woodland Academy Innovation School. This monthly time period would be made possible for teachers by reassigning all of the contractual time for after-school meeting and professional development. It would be made possible for students by extending the daily time for learning by about seven minutes (thus maintaining a minimum of 990 hours of structured learning time). The early release day will allow teachers time for concentrated team planning and assessment of student progress in the all-honors curriculum and along social-emotional as well as college and career readiness developmental spectrums. We also hope to establish a different approach to fluency in numeracy by creating quarterly tasks for middle school students designed around topics similar to: cooking fluency, building fluency, banking fluency and problem-solving fluency.

We would work to create opportunities for our students to participate in activities in the neighborhood during the afternoons of the monthly release day. Students with siblings at Woodland could also accompany them home. (Note: In the event of a school cancellation on a scheduled early release day, the next available Wednesday would be the early dismissal/teacher professional development day).

- Establish a summer academy program at challenging transition points: Provided we have funding available, we would address learning gaps and grade level readiness through a two week summer support program at critical transitional periods. An academy for our entering 7th Graders would be framed as being “Claremont Ready;” for our rising 9th Graders as being “High School Ready.” These two-week programs would address the culture, commitment and social-emotional learning necessary for success in Claremont Academy. Several sessions would be housed at Clark University to simultaneously provide an “Early College Experience,” de-mystifying the campus. (Clark has generously offered at least partial funding for this over the last three years)
- Establish a quarterly process of enhancing and assessing progress toward college, career and civic readiness. Activities would vary as part of this process, with different students working on social-emotional learning, a personal reflection and progress report, Gateway projects (in staff-supported advisory groups of 15-20 students, with students supporting each other), early college courses, areas of academic interest, or some combination of these; some students would be practicing presentations with peers, others to demonstrate their progress. We see such sessions as a distinctive feature of the Claremont curriculum, a specialized community activity to reinforce a growth mindset and college, career, and civic readiness in all students.
- Create a master daily schedule that will assist us in maximizing time on learning, and opportunities to enhance powerful learning in support of college and career readiness.
- Note: The Claremont faculty has voted to discontinue the overlapped or late tier start for teachers designed to extend the length of the day for middle school students by one period. What was perceived as a necessary means to address the incoming numeracy and literacy gaps among our middle school students has not provided the intended school climate necessary for growth (See MCAS Data Appendix B). Students feel punished, overlapped teachers feel a lack of connection to

the regular day faculty, and the ability to give individualized support in both academic or club activities is impossible. Putting everyone on a common schedule will ensure unity and coherence in our effort to support the developmental growth of our students as well as provide opportunities for our teachers to work collaboratively on certain tasks, fulfilling our UBUNTU philosophy. A unified schedule will allow such activities as a faculty/student book club after school, an activity which would support literacy development as well as our effort to activate student voices and build student-adult rapport along with a culture of mutual respect and enjoyment of learning.

- Each spring, a faculty committee will be established to take a look at possible scheduling options and offer thoughts and suggestions for improving the schedule to better achieve our measurable goals for the following year. Provided that staffing allocations are appropriate for that schedule, the committee will meet to decide the schedule to bring to our entire faculty.

Here is the anticipated schedule provided staffing numbers hold.

CLAREMONT SCHEDULE 2015-2016 DRAFT: UPDATED 4/30/2015

Grade	Period/Sec	1	2	3	4	5	6	7
7	A	Literacy-1	Math-72	History-1	Science-215	English-24	Technology-110	Numeracy-301
	B	Literacy-24	History-1	Science-215	English-24	Math-2	Physical Ed-36	Numeracy-2
	C	Literacy-57	Science-215	English-24	Math-2	History-1	Music-43	Numeracy-215
	D	Mandarin-?	English-24	Math-72	History-1	Science-215	Art-73	Numeracy-72
8	A	Technology-110	Literacy-35	Math-6	History-35	Science-11	Numeracy-301	English-50
	B	Physical Ed-36	Literacy-50	History-35	Science-11	English-50	Numeracy-6	Math-6
	C	Music-43	Literacy-57	Science-11	English-50	Math-6	Numeracy-11	History-35
	D	Art-73	Mandarin-?	English-50	Math-6	History-35	Numeracy-72	Science-11
9	A	History-301	Technology-110	Math-69	Numeracy-301	ASL I-4	English-23	Science-54
	B	English-23	Physical Ed-36	History-49	Literacy-20	Spanish I-45	Science-37	Math-69
	C	Science-37	Music-43	English-23	Spanish I-45	Numeracy-301	Math-69	History-49
	D	Math-69	Art-73	Science-37	ASL I-4	Literacy-23	History-49	English-23
10	A	Math-13	History-8	Technology-110	Spanish II-45	English-20	Science-54	Mandarin-?
	B	History-8	English-20	Physical Ed-36	ASL II-4	Science-54	Math-13	Numeracy-17
	C	English-20	Science-54	Music-43	Numeracy-13	Math-13	History-8	Spanish II-45
	D	Science-54	Math-13	Art-73	Mandarin	History-8	English-20	ASL II-4
11	A	History-25	English-26	Science-55	Math-17	Mandarin-?	ASL III-4	Technology-110
	B	Science-55	History-25	Math-17	English-26	French-72	Spanish III-45	Art-73
	C	Math-17	Science-55	English-26	History-25	Government-49	Mandarin-?	Music-43
12	A	English-26	Math-69	History-25	Science-55	EAT?	Library-57	Library-57
	B	English-39	Math-17	History-8	Science-37	EAT?	Legal Aspect -25	Physical Ed-36

Teach 5 periods out of 7 periods with a duty but not to the extent of this year as shown above. Team time will be created later but will be available.

OPTIONS: (See the other side for details)

7 period day and classes would be 51ish minutes long

Rotating Schedule with a homeroom period.

6 period rotating a 90 minute block and dropping one period each day. Teachers would have at least 1 period off and duties would still be present.

Numeracy and Literacy Blocks in the middle school give ability to utilize math in numerous content areas like food, construction, economy, etc.

Enrichment blocks would rotate quarterly (Music, Technology, Art, Phys Ed) except in 11th and 12th grade; Phys Ed would rotate through yearlong classes.

AP classes will still be available but those teachers will be consulted individually as the year get closer to the end.

Still looking to get rid of more EAT time and considering more options. Could be used for Clark Theater, Ivy, Junior/Senior Seminars...

Advisory would be discussed and incorporated later.

C. Staffing

We request staffing autonomy to establish a team of educators from within Worcester and beyond whose commitment, values, and practice are consistent with the vision and mission of our Innovation School; to help us better meet the diversity goals of the district; and to hire in a timely manner, so as to ensure that faculty are recruited and trained well in advance of the beginning of the school year, at least by the beginning of August.

Flexibility in staffing will enable us specifically to:

- Identify and select candidates for all instructional and student support positions based within Claremont Academy, including Assistant Principal, both within the school year and summer time; through a process which includes appropriate members of the school community, in particular grade level or specialist team members, with the final decision in the hands of the building principal, based on criteria for becoming an effective member of the Claremont Academy professional learning community.
 - As part of the vetting process, teams made up of Community (including parent/guardian), Faculty, Support Personnel and Students will be involved in a three-step process, including application review, interviews, and demonstration lessons. New positions and open bids would be subject to this process.
 - This process will comply with state regulations, conform to the commitments of our professional learning community; and ultimately support practice that enhances student learning.
 - Autonomy over staffing policies and procedures avoids the need for negotiation of waivers or modifications to the collective bargaining agreement.
 - The school would hire staff regardless of whether candidates are members of the district or not. Claremont would follow current policies, procedures and agreements made between the EAW and WPS with respect to staff that does not fulfill the needs of the school.
- Select appropriate staff based on the values and commitments of members of the Claremont staff, based on the following:

Commitment to all of our students: Every staff member realizes the complex challenges of teaching in our urban setting, and the necessity of time, grit and determination in meeting them and supporting our students. 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 and we want to ensure that future staff understand and are ready to make the same commitment as well.

Leadership, co-decision-making and co-problem-solving: Teachers will be certified in specific subject areas and act as leaders and decision-makers in the school. Teachers are leaders in that they are involved in the everyday decision-making processes that occur at our school.

As our ILT demonstrates, all staff are involved in decisions that impact our community. Team leaders reach out to their teams and that information is relayed back and knowledge is gained through multiple perspectives addressing a particular issue. Confidence in this process within our staff has been a vital component of our Ubuntu philosophy. Under our Innovation School plan, when PD time is all on one day, shared discussion will be easier to have, faculty will be able to collaborate and address challenges, and discover through that process what makes sense for our students.

Co-curricular development, academic support, and professional learning:

Teachers are also involved in the following:

- Curriculum Development
- Ensuring quality instruction for all students
- Collaborative learning through activities such as collaborative lesson planning, rounds, and joint assessment and inquiry into student work.
- Summer and in-school PD workshops led by our own teachers

In addition, our school commits and is connected to a number of other programs important for the development of our students and our practice at the school, which all staff directly or indirectly support.

- We commit to mentoring teacher interns from the Clark University Master's program, a process we value for a number of reasons, not least for its contribution to our own reflective process. Mentoring requires regular advising, feedback and modeling while simultaneously affording time for staff to develop personal plans for their students, individually and with colleagues.
- Each year two or more middle school teachers will be involved in our two week summer academy program for incoming 7th graders, as funding for this purpose allows, a process which entails designing, developing and teaching so as to introduce new students to the learning culture at Claremont and at the same time assess and develop their literacy and numeracy skills.
- We commit to a middle school literacy and numeracy initiative, which entails in part a separate class for grades seven and eight, in order to continue the process of bolstering our students' skills which begins with their entry level into our summer academy.
- We support the participation of our 9th grade students in Clark University's Adam Achiever's program, which helps support students in their academic development, in coordination with our 9th grade teachers and their effort to induct students into "high school thinking" and a rigorous high school honors program.

Few teachers have left Claremont since the restructuring in 2012 that have not been accompanied by either a leave of absence or a reduction in force. Thus, we know the working conditions of the school are meeting the needs of the professional development of each teacher.

Recruitment:

Based upon the staffing needs of the school, we will recruit teachers from inside and outside the system. 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.

Staffing Policies and Procedures

The hiring process is deeply connected to the importance we place on collaborative decision-making. We encourage independent thinking from our students as well as ourselves. We will evaluate new teachers with this in mind.

As part of our staffing autonomy, Claremont will be exempt from the seniority rule in hiring currently in the collective bargaining agreement with the Worcester Education Association. This is not to say that experience will be disregarded as a factor in effective teaching, but only that it is one among many factors. Instead of seniority, Claremont will emphasize a candidate's match with a range of professional characteristics that we have identified as essential for the success of an individual teacher at Claremont and the entire teacher team at the school. We have identified the following core characteristics:

- Highly qualified teacher status as described by the DESE.
- High level of understanding of content and how to make it accessible to a wide range of students.
- Demonstrated understanding of practices that promote literacy development and how they relate to content-area learning.
- Demonstrated understanding of the signature practices of teaching and learning at Claremont (Writing to learn, Reading to understand, Classroom discourse and Collaborative Group Work) – and to personalized learning in the context of a vibrant learning community.
- Demonstrated understanding of student-centered learning.
- Demonstrated commitment to sharing, reflecting on and developing teaching practice with colleagues in collaborative learning processes such as our “professional learning cycle” – (Collaborative Lesson Planning, Rounds, Looking at Student Work).
- Demonstrated commitment to collaborative decision-making with colleagues.
- Demonstrated belief that every student can learn and qualify for post-secondary education.
- Present and facilitate targeted professional development.
- Has earned a Sheltered English Immersion (SEI) Teacher Endorsement and/or an English as a Second Language license.

Prospective teacher and building-based candidates will participate in activities designed to help them demonstrate qualifications consistent with the characteristics noted above and which involve key members of the Claremont community. Each candidate will:

- Sit before a panel of students, parents and teachers and answer questions that secure knowledge of the candidate’s educational philosophy to help us analyze whether that candidate’s teaching philosophy fits with the essential mission of the school.
- Teach a demonstration lesson to a group of students with faculty, administrators and community partners observing; with a post observation discussion designed to elicit the candidate’s observations and reflections and provide feedback on the value of the lesson. This begins the philosophical understanding of teacher as reflective practitioner and researcher.
- Be assessed by a faculty panel whose members will recommend their preferred candidate to the principal based on a tally of scores from the rounds of -
 - Paperwork, panel interview and demonstration lesson
- The top candidate would be submitted to the Principal for a final interview and selection process.
- The principal will either accept the recommendation or veto it. If the principal vetoes the candidate, the faculty panel will reconvene to recommend another.
- To excise staff, we will follow the due process as written in the collective bargaining agreement between the EAW and the WPS.

As stated above, the staff will vote on any circumstances (if any) that require time spent above and beyond the stipulations in the collective bargaining agreement. We will hire new staff based on the needs of our school and will begin the process as soon as our plan is approved by a school committee endorsement.

The autonomy over staffing policies and procedures avoids the need for negotiation of waivers or modifications to the collective bargaining agreement. New positions and open bids are subject to this process.

Since this school is a conversion model, current staff members understand the rigor, determination, and grit it requires to teach with success at this school. There is no need to re-apply for their positions.

Current Staff:

Name	Dept
Bicknell, Jesse	ESL & ELA
Bodamer, Scott	MS Science
Brennan, Mike	Instructional Technology
Brown, Liz	HS Math & ESL
Carlson, Dee	HS ELA
Carroll, Sean	HS Social Studies
Davis, Stacy	MS ELA
Eressy, Mike	HS Social Studies
Espinoza, Antonio	MS Math
Fontaine, Terry	School Adjustment Counselor
Grasseschi-Roach, Cindy	Special Education (HS)
Gray, Gersham	HS Science (Physics)
Hamm, Christine	Special Ed (HS)
Hannen, Brianne	MS Science
Harding, Beth	MS Social Studies
Hehir, Sandy	Instructional Aide (STEP)
Henderson, Karen	MS Social Studies
Hinckley, Heather	Guidance
Hunt, Robin	MS ELA
Khalili, Denise	Nurse
Knittle, Robert	Math / Focused Instructional Coach
LaMar-Brzezicki, Frances	American Sign Language
Looney, Jim	Physics, Math (Current Lead Teacher)
Lucht, Ericca	HS Science (Chemistry)
Maskewich, Ofelia	Spanish
Matthews, Kirwin	Special Education (STEP)
Mills, Robert	Tech Education
Moylan, Kathleen	HS Social Studies
Nelson, Becky	Clinician (STEP)
Nguyen, Phu	HS Math
Ojeda, Luis	Physical Education
O'Sullivan, Mary	Guidance
Paadre, Taimi	Special Education (HS)
Pouliot, Amber	HS Science (Biology)
Russo, Brian	Special Education (MS)
Salins, Ellen	Visual Art
Shepard, Kate	MS Math
Simmarano, Vanessa	Reading Specialist
Simpson, Lori	ELA & ESL
Speicher, Ann-Marie	Librarian
Strogoff, Adam	MS Math & French
Sullivan, Rick	Special Education (STEP)

Sullivan, Sarah	School Psychologist
Surette, Kim	ESL, Math, Social Studies
Tokatli, Samir	Instructional Aide
Tomaino, Linda	HS ELA
Weyler, Peter	HS ELA
Willkens, Maria	Music
Zaimi, Adelina	HS Math

Proposed new position: College, Career, and Curriculum Coordinator: As suggested in several places in this prospectus, we feel that our Innovation School emphasis on integrating college, career, and civic learning in the Claremont curriculum, on building a strong connection to postsecondary learning, and on tracking student postsecondary experience will require substantial, dedicated and focused attention. We therefore make the strongest possible proposal for a College, Career, and Curriculum Coordinator position. This position would be analogous to a “wraparound” coordinator who works with community partners to build a strong curriculum for college, career, and civic readiness. We see this as a budget-neutral proposal, as a way of reconfiguring staff if and when we are able.

The main responsibilities of the position would be to:

- Work with college partners to establish early college learning opportunities, including:
 - College visits to orient students to what is entailed in preparing for college academically and personally and to opportunities for learning;
 - Identifying courses which students can audit as a step towards actually taking a course for credit; and
 - Identifying courses students can take for credit.
 - Coordinate dual enrollment opportunities
- Supervise CTE (multiple pathways) and proposed partnerships with supporting constituents.
- Search for Grants through partnerships to support sustainable programs at Claremont (such as Restorative Justice), and work with the Grants office in DAB to secure funding on behalf of Claremont Academy.
- Build partnerships and internships which provide career learning opportunities for students.
- Build partnerships and internships which provide civic learning opportunities for students, including in-school, neighborhood-based, and community-based service learning and civic initiatives.
- Support the “Gateway” assessment process designed to support and evaluate students’ progress in college, career, and civic readiness.
- Work with students and teachers to prepare students for early college, career, and civic experiences.
- Based on data generated from National Clearinghouse, College Board and other post-secondary information, work with high school teachers to better prepare students for college and career through the use of metrics associated with the data. Possible ideas include, semesterized courses, formative assessments and rubrics, career oriented internships, and additional community service opportunities to help broaden the perspective of the students.
- Work directly with college partners to further align our Curriculum and Instruction to better prepare students for college and career readiness.
- Guide and monitor students closely, as they progress in these experiences.
- Streamline the Junior/Senior Seminars for college and career success
- Streamline the Junior/Senior “Preparing Educational Plans” (PEPs)

D. Professional Development

To fulfill the mission, vision, and design principles of our Innovation School will require substantial and focused, high-quality professional development. We ask for autonomy in professional development in order to ensure that the new college, career, and civic readiness curriculum, instructional methods, assessments, and other programmatic structures are introduced in a timely and effective manner. We feel a sense of excitement at the potential of our Innovation School plan, but also a sense of urgency in light of the current achievement levels and needs of our students; and we understand the degree of focus and commitment required over the months and years before us.

Knowing that district-based professional development occurs on Mondays throughout the year, our staff who need to attend PD for the district will be allowed to go, provided they have arranged previously with the Principal. It will be imperative for all parties to communicate allowing the school and pertinent district departments to agree upon a schedule that allows vital/pertinent information and training to be delivered to these support personnel. Should a district PD be postponed or cancelled, staff will be expected to attend the entire Wednesday meeting of Claremont Academy. If a Claremont Academy PD meeting is postponed, we will make it up on the following (next available) Wednesday, and the school day will revert to a traditional Wednesday class schedule.

Autonomy in professional learning would enable us to:

- Develop a powerful school-based process of learning in which teachers learn in and from as well as about practice, collaboratively, reflectively, and inquiringly, in the place where it matters most: in their own classrooms and schools. Our practice-based approach to professional learning is represented in what we call “reflective practice cycles.” Reflective practice cycles - (See Appendix C) engage collaborative groups of teachers in: (1) *collaborative lesson planning*, (2) *teacher rounds*, and (3) *looking at student work*. Reflective practice cycles will play a central role in building the professional community by drawing together teachers from within and across grade-levels, sometimes in discipline-specific groups and sometimes in multidisciplinary groups which work with the same students, and incorporating specialists in English language learning and learning disabilities. The “vertical” (multi-grade level) and “horizontal” (same grade level) teaming of the reflective practice cycle will help structure learning so that it permeates and builds coherence throughout the school. In addition, teachers will act as researchers in their school, using available data and generating new data as part of a collaborative inquiry process, with support from their Clark University partners.
- Construct an English Language Learner Mentor program to better support the integration of new students into our Claremont community. As a means to help students that are new to the country, and to our school, we plan on implementing a mentoring program. The program will be designed such that as soon as a new student with limited English walks into our school, they will be paired up with a mentor who shares their native language and culture (when available.) The mentor will help their mentee become acquainted with our school (both academically and socially) and help to smooth a difficult transition. We will support the program by providing time before or after school on a regular basis for the pairs to meet and get to know each other better. Our expectation is that this program will help the students acclimate to their new environment and will shorten the amount of time that student feels uncomfortable and ultimately lead to accelerated English acquisition and academic growth.

- Change current practice by allowing us to implement a monthly early release day for professional development and planning on the first Wednesday of each month, for ten months, from 12:15 to 3:33 p.m., as outlined above in the section on scheduling. It would also give us responsibility for the content of professional development.
 - Monthly professional development time would be made possible for teachers by reassigning all of the contractual time for after-school meeting and professional development. Current time necessary for Staff Meetings, Department Meetings and WPS mandated PD of 8 hours additional totals 1980 minutes. Dividing that number over 10 Wednesdays creates meeting time of 198 minutes. With students released at 12:00 pm and meeting time starting at 12:15 pm, we would complete our PD time at 3:33 pm.
 - Each day of Early Release requires students to miss 1 hour and 50 minutes of instructional learning time, requiring 110 minutes to be made up during the rest of the month, or 1100 minutes over the school year. Each non-early release school day (170 in total) needs to be 6.5 minutes longer in order to make up the 1100 minutes. We would adjust the daily school ending time accordingly.

Another way to look at this, a teacher must work 6 hrs. and 30 min per day for 180 days. Additionally, teachers must be present for the entire set of Staff, Department and additional PD. Thus, contractually, teachers are responsible to the school for 1,188.33 hours. Our plan will not add any number of required hours. Adding the time necessary for PD (6.5 minutes) each day becomes 6 hrs. and 37 minutes per day (rounded) for 170 days and 7 hr. and 43 min for the additional 10 days. The additional time added per day does not infringe on the WPS contract of total teaching time per year.

We have identified a set of priorities for our professional development next year:

- Supporting teachers in the use of the professional learning practices
- Supporting teachers in providing powerful teaching and learning in a heterogeneous classroom
- Developing assessments/Gateways based on our personalized college and career readiness development pathway and rubric
- Designing STEM related tasks appropriate at all grade levels, relying on support from our proposed partnerships
- Supporting curricular ideas that require curriculum maps and unit plans
- Developing career and civic readiness curriculum through the designed use of these characteristics in the unit and lesson plans
- Instilling and solidifying our commitment to the tasks and goals of our Ubuntu community

E. District Policies and Procedures

<u>Current Policy or Procedure</u>	<u>New Policy or Procedure Utilizing Autonomy</u>	<u>Reason Why Flexibility Is Needed</u>
Students are sent from Parent Information Center to us – or – student transfers to our school with little information.	A mentoring and detailed orientation plan for both student and parent will be mandatory for all students new to our community.	The key to student success is the assimilation of a student into our culture and community. Many students have joined our school, but may not have the supports necessary to understand the “Claremont Way”.
Human Resources and Durkin Administration Building hire the Claremont Principal.	Use of our Claremont Advisory Board to work in tandem with both HR and the Quadrant Manager in the interview and hiring process.	Having the input of our Advisory Board and community members is vital to the selection process and maintaining the Ubuntu philosophy and culture our school.
Successful MCAS scores and accumulated credits necessary for Graduation.	We hope to create a Senior year Gateway project that will become a graduation requirement. We anticipate the Grade 12 Gateway will demonstrate a performance and completion of college readiness.	Still under development, our hope is to make a graduation requirement which truly demonstrates personal and academic readiness for life beyond Claremont.

As noted above, we aim to introduce a new formative and summative assessment process closely aligned to our developmental curriculum in college, career, and civic readiness. We therefore seek autonomy to develop and implement a formative and summative assessment process which includes student “Gateway” presentations at 8th, 10th, and 12th grades. We expect our assessment tools to yield authentic and explicit data and inform instructional decision-making. We anticipate that the Gateway in Grade 12 will demonstrate college readiness and eventually be one of Claremont’s graduation requirements. Along the way, our planned quarterly assessment process, reinforcing our emphasis on metacognitive learning, reflection, and student voice and responsibility, will help build our students’ understanding and commitment to academic, social, civic, social-emotional and career growth.

The two charts below represent the developmental approach and criteria of our formative and summative assessment process. The Claremont Personal Reflection and Progress Report will be used by students and teachers on a quarterly basis. The Gateway Expectations will be the basis for student presentations. In support of the Gateway program, our Advisory period would devote time to preparing students for the formative and summative assessment process, in particular the quarterly Claremont Personal Reflection and Progress Report. Over time, we would expect older and experienced students to play a role in this learning by modeling for younger students.

Claremont Personal Reflection and Progress Report (One report for each two-year development period)

	Grades 7 & 8 Beginning	What I am doing well Strengths—give example(s)	What I am working on Give example(s)	Notes from teacher conference
Reflect/Self-Monitor/Persevere	Identifies academic needs and goals and how to meet them. Meets one goal in an area of challenge.			
Collaborate	Listens to and respects others and contributes to group work consistently.			
Communicate	Uses strategies for comprehending complex material. Explains thinking in different ways using different modalities, including writing.			
Analyze/Problem Solve	Can explain what is needed to solve a problem, and possible ways to solve it.			
Investigate and Research	Can explain why particular information or data are relevant for addressing a particular problem or question, and distinguish valid from invalid data.			

GATEWAYS:

Gateways are learning opportunities designed to help students reflect on and demonstrate their development in academic, social/social-emotional, civic, and college and career readiness. The Gateways are framed accordingly as “My growth as a learner, in my responsibility for myself, in my responsibility for others, and in my college and career readiness.” Gateways may be single combined presentations or done in two separate sessions.

Gateway Expectations				
Gateway year	Growth as a learner	Growth in responsibility for myself	Growth in my responsibility for others	Growth in my college and career readiness
8 th grade (beginning)	Develop a verbal presentation which illustrates your progress in perseverance and personal organization, collaboration, communication, analyzing/problem-solving, investigating/problem-solving	Give at least one example of how you have grown	Introduce others (at least one adult in the school and one peer) who (in person, through an audio or videotape or in writing) can testify to your growth	Explain a career of interest, what work in that career is about, and what people interested in the career do to prepare for it
10 th grade (developing)	Develop a poster presentation of a project in which you participated which demonstrates your commitment and growth in all five areas of learning	Give at least one example of how you have grown	Introduce others (at least one adult and one peer in the school and one other adult) who (in person, through an audio or videotape or in writing) can testify to your growth	Can explain career interest(s) and what preparation is necessary to qualify for them Can explain postsecondary learning goals and one or more colleges which will support them
12 th grade (ready)	Give an example of a problem-solving project or investigation in which you have had a primary role, explaining how it started, what challenges you had to meet and how, what questions, if any, it raised, what resulted, and what you learned from the results	Reflect on your personal growth while at Claremont	Give an example of school or community-based work in which you had a significant role, explaining the work, your role, the impact of the work on others, and what you learned from the experience.	Explain your postsecondary plans and hopes

We also request autonomy in the following areas:

Direct oversight of special permission enrollment: The principal will oversee special permission. The principal will have autonomy over special permission and rescinding decisions. The principal will partake in direct discussion with potential students and family members. This is a change from WPS policy in that families typically request special permission through the Central Administration Building and the Parent Information Center, without direct consultation with the building principal. This direct oversight is critical to the mission and vision of Claremont Academy in that it secures a commitment from families and students in terms of expectations for learning and parental involvement.

Hiring of Principal: Claremont is invested in maintaining our status as an innovation school. The ability of the Advisory board to have a role in the hiring process of the Principal is necessary to maintain the integrity of the mission of our school. Our hiring process will be designed with the support of our collaborative partners, who will work in tandem with both HR and the Quadrant Manager in the interview and hiring process, submitting finalist candidates to the Superintendent.

Innovation School Advisory Board: Claremont Academy wishes to establish an Advisory Board comprised of administration, staff, parents and community members, such as Clark University and the school-based EAW representative. The Advisory Board would work collaboratively to execute and uphold the mission, vision, and commitments of Claremont Academy as an Innovation School, and would advise the school and its leadership in the development of school policies and procedures in accordance with the School Committee. We expect that autonomies will be implemented faithfully as they have been described in this plan. At the same time we anticipate that occasions for reviewing the autonomies within the plan will arise as we implement them. Any clarification or adjustment in the implementation of an autonomy must be consistent with the approved plan and can be enacted upon with approval of two-thirds of the staff eligible to vote on the plan and the advisory board.

The Claremont Academy Advisory Board will:

- Serve as a sounding board for matters related to curriculum and instruction;
- Provide advice to the school leadership in terms of budget and staffing;
- Participate in problem solving for school related challenges;
- Participate, to the extent that a member can, in interviews and panels for staff openings at the school;
- Support strategic short term and long term planning as well as continued exploration of resources and partnerships.
- Participate in the interview and selection process of the school's principal by working in tandem with both HR and the Quadrant Manager when a vacancy occurs.

Make-up of the Claremont Academy Advisory Board:

(Staff or members of the community would submit nominations to the Principal for membership on the Advisory committee.)

- Claremont Academy Principal and Administration
- Instructional Coach
- Claremont Academy Faculty (stakeholders from middle and high school faculty)
- Student Representative
- Parents, Community, University and Business Partners

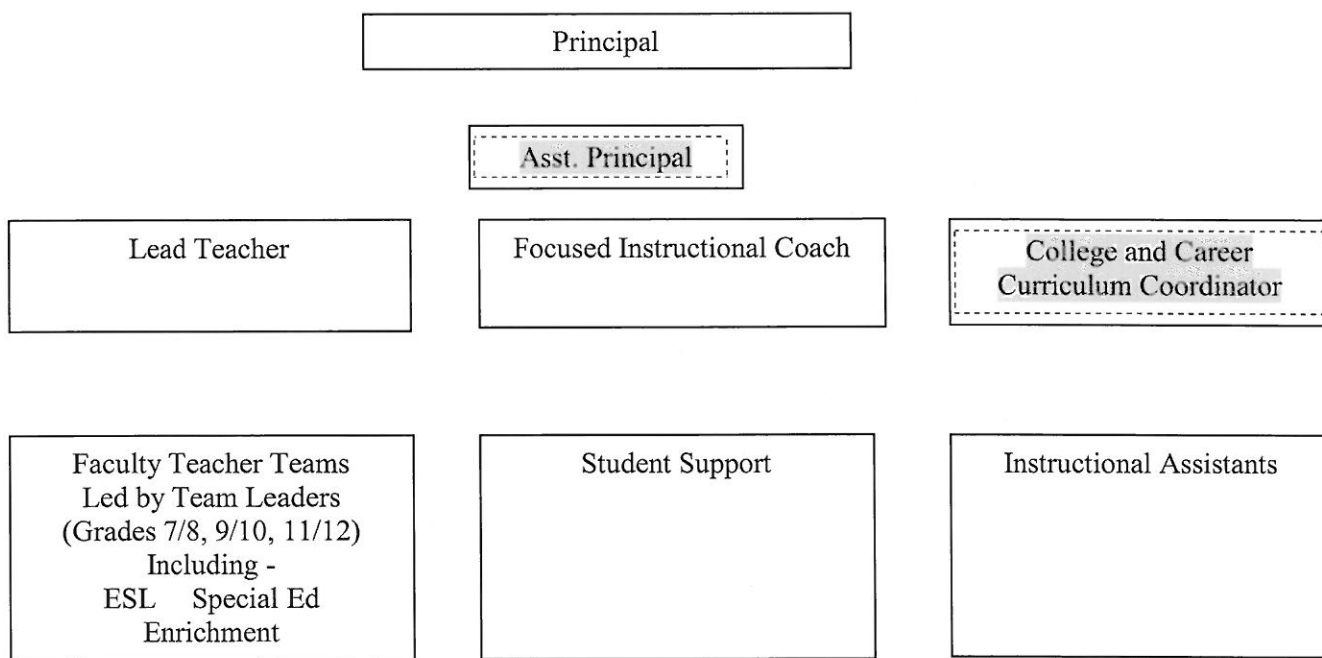
The Advisory Board will meet on a triannual basis in order to review and inform all stakeholders of the academic and overall development of our school. In the spirit of community engagement, we value and

respect the ideas and contributions of invested stakeholders. Our goal is open communication, transparency and continued support from all the Claremont Academy community.

While the role of the School Council is to meet monthly in its capacity with the Principal, the Claremont Advisory Board will be the voice of all invested stakeholders. Thus, both the council and the Advisory Board will further enhance the culture, community and decision-making qualities of Claremont Academy.

Building Use Policy: Our hope and aim is to make Claremont a trusted center of learning for students and families, to open our doors beyond the normal school day and calendar to the extent possible. To this end, we hope to find a way to open the school building after normal school hours, making provision for site administration and custodial care; to then offer a range of activity, including academic support, parent workshops, and enrichment experiences and activities. In this manner, Claremont will truly become a beacon within the Main South community.

Claremont Academy Innovation School Leadership and Organizational Chart



Two Positions (Assistant Principal and College and Career Curriculum Coordinator) are proposed, indicated by dotted lines. We hope to fill these positions for SY 2015-2016.

F. Budget

The Claremont Academy Innovation School Planning committee will seek budgetary autonomy in its Innovation School proposal. While we understand that this autonomy only allows the school discretion in a fiscally-neutral manner, we hope to harness the district budget allotment to the school in ways that will assist us in achieving the goals and outcomes of our Innovation School Proposal.

This flexibility will:

- Allow the school to use allocated staffing positions as it sees fit.
- Exercise discretion in terms of allocating or trading certain staff positions that are funded by the district to other areas of priority to ensure the school can meet the annual measured outcomes.
- Allow the principal, in consultation with the Advisory Board, to utilize staff or proposed increases in the number of staff personnel to pay for other sustainable programs. This would occur to allow for on-going summer and weekend programs for students at Claremont. By increasing these educational opportunities, we hope to make measurable gains on our proposed outcomes.
- Control the non-staffing allocations provided by the city including the overall per pupil supplies line item and to exercise control over other district allocated discretionary spending including textbooks, district professional development, and other associated funding.
- Carry over unused Claremont Academy grant-funded monies from one year to the next.

None of these changes or discretions will change the salary schedules or the per hour rate as determined by the WPS and its collective bargaining agreement with the EAW. Although Claremont will seek autonomy in ways that funds are spent, the plan will continue to use district services for all financial management, purchasing, and payroll support.

VI. CAPACITY OF APPLICANT GROUP

Planning Document Process:

All constituents of the Innovation Plan have been involved throughout the entire process. We began during our professional development days last August, which included those who would be eligible to vote on the plan, when we introduced the concept of Innovation School and the primary reason for it – the lack of college degrees conferred on our graduates within 6 years. This stark statistic rallied concern and a united voice in support of the need for change.

In the fall, Faculty Innovation Groups met in a small group format (designed to allow faculty voice without pressure). All of the groups agreed on the need to focus our students on being college and career ready – and on what would characterize their development. Different groups offered ideas on what academic and personal development towards college readiness would look like. We spent time as a full staff during our October PD calibrating what would be essential for development at each grade and age level, as determined by each Grade Level Team. We began to project a trajectory of development, involving several critical characteristics, at the end of which students would leave Claremont with academic perseverance and capability along with an understanding of their personal learning goals and readiness to achieve them.

Having a coherent working set of characteristics, we turned to Department Innovation Groups. Each Department discussed the characteristics and how they might be demonstrated in their particular discipline at each grade level. This proved an extremely challenging task, one that will take more time to finish. It generated a great deal of discussion among the various departments about what should and could be expected of students at each grade level and how to address major gaps in academic development.

Another key theme emerging from both the Faculty and Department groups was the importance of developing students' metacognitive understanding of their role in education and the connection their education has with their own lives, the community around them, and society more broadly. This led to discussion of an assessment process which engages students in self-assessment and reflection. Terms discussed were "Gateways" or "Performance Assessments" or "Capstone Projects." This discussion, in turn, opened up the question of how to restructure the school day and year in a way that would allow students to generate authentic metacognitive learning opportunities relevant to college and career expectations – in both a formative and summative way. Teachers developed a personalized reflection and progress report, designed as a formative way to discuss progress with each student each quarter, progress along the developmental path of readiness. In the assessment scheme which emerged, students would engage in a Gateway, a demonstration of their learning and reflection on their development in terms of academic, social/social-emotional, civic, career and college readiness, every two years. Teachers sketched out a likely Gateway process. The 8th grade Gateway might entail a presentation based on a student's demonstration of growth and high school readiness. A 10th grade Gateway might involve a project and demonstration of something the student has participated in or researched over a substantial period of time. Finally, a 12th grade Gateway – which we expect, in time, to become a graduation requirement—might be based on a problem-solving project or investigation into a community based issue.

To enlist the voice of all students and parents, we as a faculty designed a survey for students to generate discussion on learning styles and skills necessary for future growth, which occurred during one of their weekly Advisory periods. The notes were collated and will be used to better support our teacher planning in the August PD sessions prior to the 2015-2016 year. We also sat with our Parent group over multiple meeting periods to discuss the Innovation School opportunity and were thrilled to see so many

people respond positively to our hope for Claremont to be a beacon for our community. Parents are asking for ESL, GED, Technology and Parenting courses among others, and it is our hope to become a Worcester Night Life site, or to somehow restructure our Administrative duties to allow our building to be open later into the afternoon and evening.

Autonomies were discussed not as a *fait accompli*, but based on faculty perception on how best to meet the Innovation School mission and learning goals for students. We agreed to request autonomies in all areas, recognizing that we need flexibility in professional development to create quality time to work together and fulfill our Innovation School plan (and to build learning opportunities for students during PD time); we need scheduling autonomy to shuffle days within our calendar; we need curriculum/instruction/assessment autonomy to generate a more STEM-related as well as college readiness curriculum, and to provide a formative and summative assessment that will better support the development of Claremont students as college-ready and lifelong learners; we need staffing autonomy to ensure a team with a shared understanding, commitment, and capability with respect to our mission and our practice. Finally, we hope for an expanded use of our building to more deeply connect our Main South community to the school, to truly see our academic institution as a beacon of light.

We emerge from a year of planning, made possible by the MA DESE grant-funded Innovation Fellow position, confident that the culture shift we see as essential will happen, but also recognize that it will take time and the commitment of all constituents, all at the table. Our Claremont commitment is to use the Innovation School opportunity to take charge of our data, take charge of our progress, and to own the learning of our students. We truly look forward to seeing the fruits of our community-partnered story of success.

While each part of the writing process was generated through Bob Knittle, the Innovation Fellow, it was done through a deliberate process of gathering information from teaching and support staff, writing about it, and returning the elaborated version to the staff for feedback. Dr. Tom Del Prete participated in the authoring process as well. When the Prospectus was brought to our faculty for their comment, Bob solicited a vast amount of response from teachers and staff, who helped edit and revise all parts of the Prospectus. This process proved extremely successful in putting together the Prospectus, which was awarded a vote of 3 “yes” and 0 “no” from our Prospectus committee. This Planning Document has been constructed similarly. We held meetings away from school (to allow fewer disruptions) and created ideas that were then revised and edited by other groups. We believe through this process that we have created a unifying perspective, such that Claremont will be viewed by teachers, students and all community members as a central driving force in the Main South academic world. In our Innovation School our students will have greater responsibility, support, and reflection in their own learning and development, building a stronger college-going identity, aspiration, and confidence; our curriculum (connections to real-life internships and partner relationships with community groups and colleges) will broaden our educational community and knit Claremont and the community more tightly together, as will our Advisory Board membership and our commitment to hear and value the voice of all constituents, in fidelity to our “Ubuntu” philosophy –“I am because we are!”

Claremont Academy is fully prepared to convert to an Innovation School. The faculty is completely committed to the process, and the school has the full capacity to convert (over a 91% approval rate of the Innovation plan). The Principal and the teachers have already invested themselves in the process of converting to an Innovation School through the work they have done in creating the Prospectus and this plan. They recognize the challenges and rewards of becoming an Innovation School and are eager to undertake the conversion process.

VIII. TIMETABLE FOR DEVELOPMENT AND ESTABLISHMENT

Below we identify the members of our Planning Committee to illustrate the representation of our school and wider community in the planning process and implementation of our timetable.

The Planning Committee was made up of members of our extended community and our teachers.

Scott Bodamer, a middle school science teacher represented the 7th and 8th Grade teams. Scott is in his third year at Claremont, having been in both teaching and industry work involving science. Mike Eressy, a high school Social Studies teacher represented the 9th and 10th Grade teams. Mike is also a third year teacher at Claremont, having brought knowledge of the History curriculum as well as his dual license in English as a Second Language. Dee Carlson, a high school ELA teacher represented the 11th and 12th Grade teams. Dee has been a humanities teacher at Claremont for many years, and is the current 11/12 Team Leader as well as the MCAS after-school coordinator. Maria Willkens, our Music teacher, represented our Union voice. She has been at Claremont for five years, and teaches at both the middle and high school level. Also on our Planning Committee has been Ricci Hall – the current Principal of Claremont Academy. Ricci brings many years of dedicated service to the Main South community, having been coordinator and Principal of University Park Campus School.

Joining our teachers was Chantel Bethea, a mother of one of our 8th Grade students who has been active with our Parent Council. Also part of our planning team was Dr. Tom Del Prete from Clark University. Tom has been involved in all aspects of Main South education and is an invested partner. Dr. Sarai Rivera is a City Councilwoman, and a member of the Main South community. Dr. Rivera has a deep interest in seeing our students and the community thrive, and shares the hope of many that the development of four Innovation schools within the radius of a mile will help propel the neighborhood forward. Also on our Planning Committee is our School Committee representative, Hilda Ramirez. Hilda is a strong advocate for students of limited English proficiency, working with the Latino Education Institute at Worcester State University. Finally, Dr. Marco Rodrigues served on our committee as a representative of the Superintendent's office. His quality in shepherding this process with open dialogue has been tremendous.

Most importantly, the role of the teaching staff at Claremont has been a valuable voice in the development of this plan. The staff spent time away from our building in small groups, and collectively built a coherent plan, something only possible with teachers covering for each other, supporting each other and challenging each other. The process has truly evolved to allow the voting members to express their voice and support, and to participate in the editing and revising process necessary for the generation of this plan. We look forward to continuing this work as soon as the School Committee approves of this plan.

Timeline for Planning:

Proposal	Date	Responsibility/Detail
Researching and Preparing Prospectus	Fall 2014 through January 2015	Knittle – Fellow
Faculty Innovation Groups Guardian Innovation Groups Department Innovation Groups	Fall 2014 through January 2015	Knittle – Fellow Create a coherent mindset for Innovation planning. Adopt a clear focus toward our mission and begin the development of a continuum of characteristics leading to college and career readiness
Prospectus Draft sent to Faculty	Feb 8, 2015	Knittle – Fellow
Listening Tours with faculty	Feb 11-Feb 13, 2015	Knittle – Fellow and Faculty Input on key details of prospectus
Prospectus Submitted	Feb 23, 2015	Knittle – Fellow
Extra PD Session	Mar 9, 2015	Hall – Principal Knittle – Fellow Generating Survey for Advisory of all students and Faculty Input
Advisory Groups Survey	Mar 18 and Mar 25, 2015	Knittle – Fellow – creating a coherent mindset among faculty and students around planning for early college readiness in SY 2015-2016
Innovation Planning Committee Meetings	Mar 19, 2015, Apr 2, 2015, Apr 16, 2015, and Apr 29, 2015 ** Planning Committee Vote on April 29, 2015	Four planned Innovation Planning Meetings (Including Main South stakeholders, parents, staff and union representation)
Faculty and Guardian Groups Reconvene	Mar 18 – Apr 17, 2015	Adding details to each Autonomy group’s plan and College, Career and Civic foci
Proposal sent to faculty for Vote	Apr 30, 2015	Knittle – Fellow
Faculty Convenes for Edits	May 4, 2015	Knittle – Fellow
Faculty Convenes for Vote	May 6, 2015	Knittle – Fellow
Proposal sent to School Committee	May 13, 2015	Knittle – Fellow
Proposal to School Committee for Public Hearing	May 21, 2015	Innovation Planning Committee
Proposal is brought to full committee	June 4, 2015	Innovation Planning Committee
Design PD Plan for Innovation Year 1	June 2015	Principal, ILT,
Create Staffing Committees (Interview questions, processes, scoring rubrics)	June 2015	Faculty, Staff and Community Partners in anticipation of openings
Staff Designed PD	August 2015	Principal, ILT, Faculty

VIII. MEASURABLE ANNUAL GOALS

I. Student Attendance
Measure 1: AYP Student Attendance Rate will increase to 96%.
II. Student Safety and Discipline
Measure 1: There will be a reduction by 2% in the total number of out of school suspensions, based on end of year performance data.
Measure 2: Students will maximize time on learning resulting in a reduction in office referrals by 5%.
III. Student Promotion, Graduation and Drop Out
Measure 1: Increase four year graduation rates
Measure 2: Increase five year graduation rates
Measure 3: Demonstrate a reduced Drop Out Rate by 3%
IV. Student Achievement on the Massachusetts Comprehensive Assessment System
Measure 1: Increase CPI in ELA (MCAS or PARCC) for all students in all grades
Measure 2: Increase CPI in MATH (MCAS or PARCC) for all students in all grades
V. Progress in Areas of Academic Underperformance
Measure 1: Increase CPI in ELA (MCAS or PARCC) for High Needs students
Measure 2: Increase CPI in MATH (MCAS or PARCC) for High Needs students
VI. Progress among subgroups of students including low-income students as defined by chapter 70 limited English-proficient students and students receiving special education
Measure 1: Increase the Median Student Growth Percentile; ELA high needs students in all grades.
Measure 2: Increase the Median Student Growth Percentile; Math high needs students in all grades.
VII. Reduction in achievement gaps among different groups of students
Measure 1: Increase the % of students “making progress” on ACCESS
Measure 2: Increase the Median Student Growth Percentile in Math for students with disabilities.
VIII. Development of College Readiness and Success
Measure 1: Increase the percent of College Acceptance Rates including 2-year and 4-year institutions
Measure 2: Increase in percent of College Matriculation Rates
Measure 3: Increase in percent of students receiving a degree within a 6 year window
IX. Student Acquisition and Mastery of Twenty-First Century and College Readiness Skill
Measure 1: Percent of students meeting “MassCore” requirements
Measure 2: Percent of students in the “Ready” stage on the College and Career Readiness Rubric as determined by Gateway performances
X. Developing a culture of reflective and professional practice
Measure 1: Create a growth chart of teachers participating in Collaborative Lesson Plans
Measure 2: Create a growth chart of teachers participating in Rounds and Common Student Assessments

IX. REQUIRED ATTACHMENTS

The following attachments are required and should be sequentially numbered and clearly referred to in the text. They do not count toward the page limit.

Appendix A – Post Secondary Degree Data August 2014

Appendix B – MCAS Data

Appendix C – Professional Learning Cycle

Appendix D – Looking at Student Work Protocol

Appendix E – School Accountability Plan 2014-2015

Appendix F - Resumes

Appendix A

Post-Secondary Enrollment Data and Degree Attainment

Post-Secondary Enrollment Data and Degree Attainment

Year	Number of graduates	Students who enrolled in postsecondary		Students who enrolled in a 2-year institution		Students who enrolled in a 4-year institution		Students who earned a first degree (post)		% students who earned a degree (out of all Claremont Grads)
		Number	% (of HS graduates)	Number	% (of enrolled)	Number	% (of enrolled)	Number	% (of enrolled)	
2007	44	21	47.7	15	71.4	6	28.6	5	23.8	11%
2008	42	20	47.6	10	50	10	50	4	20	10%
2009	38	20	52.6	12	60	8	40	8	40	21%
2010	45	27	60	18	66.7	9	33.3			
2011	54	27	50	12	44.4	15	55.6			
2012	38	18	47.4	6	33.3	12	66.7			
2013	62	35	56.5	12	34.3	23	65.7			
2014	67	35	52.2	16	45.7	19	54.3			

	Students who earned a degree by institution type*					
	2007		2008		2009	
	#	%	#	%	#	%
2-year school	3	60%	0	0%	2	25%
4-year school	2	40%	4	100%	6	75%

* Percent of students earning 2-year or 4-year degree is calculated from the number of students who graduated from postsecondary ed (i.e., of all the 2007 Claremont graduates who graduated from postsecondary, 60% of them graduated from a 2-year institution).

Appendix B

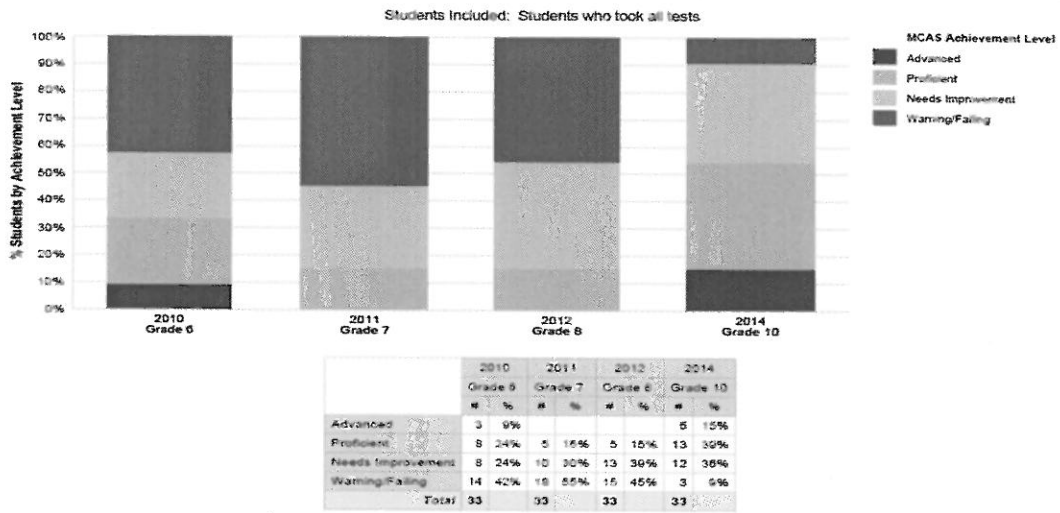
MCAS Data 2014

MCAS Data Grade 11 (Tested 2014) as Cohort:



MCAS Cohort Achievement History Mathematics

District: Worcester
School: Claremont Academy
Cohort: Class of 2016
Source: SIMS Collection (latest)*

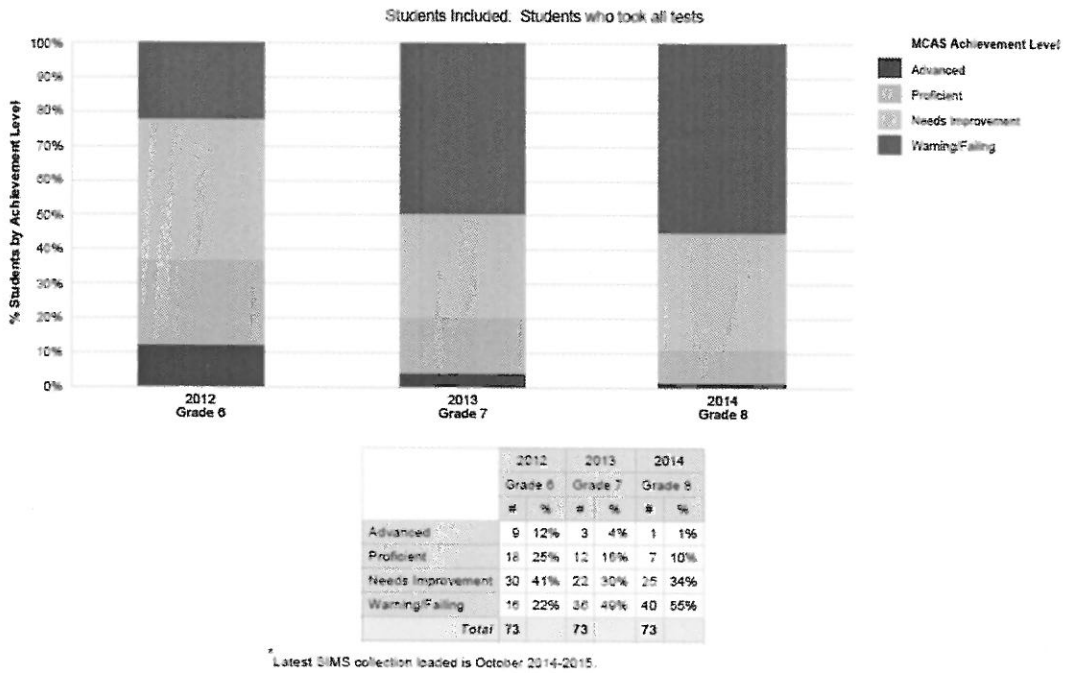


MCAS Data Grade 9 (Tested 2014) as Cohort:



MCAS Cohort Achievement History Mathematics

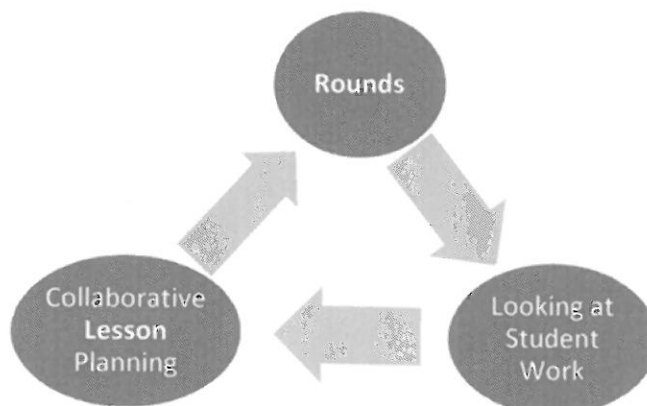
District: Worcester
School: Claremont Academy
Cohort: Class of 2016
Source: SIMS Collection (latest)*



Appendix C

Professional Learning Cycle

PROFESSIONAL LEARNING CYCLE



Collaborative Lesson Planning:

Goals –

- To get on the same page with team members around the instructional practices
- Gather evidence on how to approach the same groups of students
- Reflect as a team for both personal and team growth

1. Background:
2. Content: Describe *what* it is you will teach. What is the content?
3. Goals: Student Learning and Pedagogical Goals
Student Learning Goal(s): Describe what specifically students will *know* and *be able to do* after the experience of this class.
Pedagogical Goal: Ex. “*I think Group Work and Classroom Discourse will be important to this lesson, and varying the groups from what they are used to will be important. My pedagogical goal would be to use group work in a way that participation is equalized as much as possible. I want to hear all voices*”
4. Rationale: Why is it important for students to learn this?
5. Activity description and agenda: Describe the activities that will help your students understand the content of your class lesson by creating an agenda with time frames for your class. Be prepared to explain why you think each activity will help students on the path toward understanding. **To be done as a group**
6. Personalization: Describe how you will provide for individual student strengths and needs. How will you and your lesson consider the needs of each student and scaffold learning? **To be done as a group**
7. Possible Pitfalls, Teaching Problem Solving: What could go wrong and what do we do to make sure it doesn't? **To be done as a group**
8. Assessment: Describe *how* you and your students will know they have reached your learning goals. **To be done as a group**
9. ** List the Massachusetts Content Standards this lesson addresses.
10. Reflection – **To be done individually after the lesson is taught.**

Following the planning, a round will occur to collect evidence on powerful teaching and learning. If possible, follow up plans will be generated for successive lessons, and also how team teachers have found insight into further student development of their own team's students.

Appendix D

Looking at Student Work Protocol

Protocol for Looking at Student Work

The Basics

- Sharing student work is a way to address strengths, as well as needs
- As with rounds, comments are focused on observations and questions, rather than on evaluative judgments

Norms: (from Turning Points)

- Give balanced feedback that acknowledges strengths as well as gaps in student work and teacher assignments
- Listen thoughtfully and openly
- Respect differences and focus on understanding where different opinions and ideas come from
- Reveal your thinking to others
- Be reflective, patient, and persistent
- Look openly and critically at the evidence
- Look for patterns in the work
- Be willing to change

Today's Protocol: Collaborative Assessment

Provides a systematic way of looking at a piece of student work to see what it reveals about the student's thinking, knowledge, skills, and what matters to him or her. It also shows how the things that matter to the student relate to teachers' learning goals and instructional practices.

Process

1. PRESENTING THE WORK (3 MINUTES)

- facilitator reviews the protocol and assigns a timekeeper
- presenting teacher puts the selected work(s) where everyone can see it, or provides copies for all participants.
- **The teacher says nothing about the work, the context in which it was created, or the student until Step 5.**

2. ANALYZING THE WORK (7 MINUTES)

- Participants observe or read the work in silence, making brief notes about whatever they particularly notice.

3. DESCRIBING THE WORK (7 MINUTES)

- Facilitator asks the group, “What do you see?”
- Group members offer observations without making judgments about the quality of the work or their personal preferences.
- If judgments emerge, the facilitator asks the person to describe the evidence on which the judgment is based. The presenter listens and may take notes.

4. ASKING QUESTIONS ABOUT THE WORK (7 MINUTES)

- Facilitator asks the group, “What questions does this work raise for you?”
- Group members state any questions they have about the work, the student, the assignment, and the circumstances under which the work was carried out. The presenter makes notes about these questions (but does not respond yet).
- The facilitator asks the group, “What do you think the student is working on?”
- participants speculate about the problems or issues that they think the student focused on in carrying out the assignment.

5. RESPONDING TO THE GROUP DISCUSSION (7 MINUTES)

- Facilitator invites the presenter to speak.
- Presenter provides his or her perspective on the student’s work, describing what he or she sees in it, responding to the questions raised, and adding any other important information.
- Presenter also comments on anything surprising or unexpected that he or she heard during the group discussion.

6. DISCUSSING IMPLICATIONS FOR TEACHING AND LEARNING (7 MINUTES)

- Facilitator invites everyone—the participants and the presenter—to share any thoughts they have about their own teaching, students’ learning, or ways to support this particular student in the future.

7. REFLECTING ON THE COLLABORATIVE ASSESSMENT CONFERENCE (3 MINUTES)

As a group, the teachers reflect on their experiences of or reactions to the protocol as a whole, or to particular parts of it.

8. REVISITING THE PROTOCOL

The presenting teacher comes back to the team within the next few weeks to share what he or she did with the ideas from the protocol process, and note any changes observed in student learning.

Appendix E

School Accountability Plan 2014-2015

(To Come With Formatting Issues Worked Out)

SCHOOL ACCOUNTABILITY PLAN
Worcester Public Schools
2014 - 2015



Delivering on High Expectations and Outstanding
Results for All Students

Claremont Academy

School

Ricci Hall

Principal or Administrator

Dr. Melinda J. Boone

Superintendent

Directions for Completing the School Accountability Plan

If you have any questions regarding the planning process and/or the use of the template, please contact the appropriate Quadrant Manager.

I. School Instructional Leadership Team & School Site Council

- List the personnel and their positions
- List the dates (minimum of 2 per month) of the leadership team meetings for the year

II. Comprehensive Needs Analysis:

- List specific strengths and concerns/weaknesses, supported by evidence
- Evidence may be qualitative or quantitative
- Add additional rows to the Strengths and Weaknesses sections as necessary

III. Action Plan:

- There will be 6-7 action plan documents – one plan for each identified SMARTe goal (1) Student Achievement – English Language Arts; 2) Student Achievement – Mathematics; 3) Student Achievement – Science & Technology/Engineering; 4) Optional Student Achievement Goal; 5) Safe and Secure Schools; 6) Family/Community Engagement; 7) Communication
- Adult Implementation Indicators identify the adult actions that must take place to impact the identified goal

IV. Action Steps:

- Complete this chart for each best practice or strategy (5-6 total)
- Identify the action steps needed to address and implement the action plan for each of the school's SMARTe goals
- There should be no more than 10 action steps per identified best practice or strategy
- At least one action step needs to address family engagement inclusion
- For each action step, identify the timeline for which this action step will be implemented or addressed
- For each action step, identify the person(s) responsible for implementing and reporting on its progress
- For each action step, identify the measures used to monitor progress of each action step
- For each action step, identify the resources and funding, if applicable.

V. Professional Development Plan

- The professional development plan identifies activities that are needed in order to support the strategies and actions listed in the Action Steps.
- Review of the professional development opportunities and implementation is part of the Ongoing Evaluation process.

VI. Ongoing Evaluation – 5 Week Status Report:

- Status reports will be completed by the Central Office Department Leadership Team beginning on December 3 and every five weeks thereafter through the end of the school year.
- The purpose of the status reports is to review progress being made on the selected practices or strategies so that modifications can be made if necessary.
- List the 5-6 identified best practices or strategies (from your 6-7 action plans)
- List the Adult Implementation and Student Results Indicators
- Using a bulleted list of phrases or statements, reflect on the current level of implementation of the action steps.
- Shall the school maintain or modify this strategy? If you choose to modify this strategy, include in your reflection the reasoning behind the change.

VII. End of Year Reflections and Next Steps:

In this section, schools describe the successes and challenges of their improvement efforts. The following questions may assist in the development of this qualitative summary:

- How does our performance compare to last year for every student subgroup and targeted student population?
- How do individual student's performance compare to their previous year's results?
- What are the root causes for student performance results?
- Which strategies improved student achievement in each student subgroup and targeted student population and which ones did not? Why?
- What changes will we make to the strategies in order to improve student achievement in each student subgroup and targeted student population?
- What are we doing to foster continuous improvement?
- What are we learning about student learning and how does this drive our professional development?
- As a school what do we do to meet the needs of the students who are not achieving?
- As a school what do we do to challenge the students who have already mastered prioritized grade level skills and concepts?
- What are our next steps for next year?

IA. School Instructional Leadership Team Members

School Instructional Leadership Team (ILT) Members shall include:

- Teachers (Representation of each grade level or dept/team-specify position, i.e. 2nd grade teacher, mathematics chair, etc.)
- Representatives of support populations (Special Education, English Language Learners, and other support staff)
- Administration (Principal, Assistant Principal)

The Instructional Leadership Team’s primary role is to help lead the school’s effort at supporting the improvement of teaching and learning. The ILT makes decisions about the school’s instructional program and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

The ILT carefully monitors student performance data regarding progress toward SMARTe goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least twice a month.

Name	Position	ILT Meeting Dates
Ricci Hall	Principal	Sept: 9/29/14
James Looney	Lead Teacher	Oct: 10/27/14
Robert Knittle	Innovation Fellow	Nov: 11/24/14
Katie Shepard	Middle School Team Leader	Dec: 12/22/14
Beth Harding	Middle School Team Leader	Jan: 1/14/15
Pete Weyler	9/10 Team Leader	Feb: 2/11/15
Dee Carlson	11/12 Team Leader	Mar: 3/9/15 and 3/23/15
Kirwin Matthews	Special Education Department Chair	Apr: 4/13/15
Lori Simpson	ESL Teacher/ Liaison	May: 5/11/15
Michael Brennan	FIC	June: 6/08/15

II. Comprehensive Needs Analysis (Good News, Urgent Statements)

Complete this summary of strengths and concerns after you have completed a thorough data analysis.

Areas of Strength	
Strength	Evidence
Hallway decorum is vastly more positive	Less hallway infractions and referrals
Reading "original texts" happening more	Grade 7,8 ELA classes
Best Practices are truly taking root	Quicker transition times within class
Volleyball and Basketball team based PAL League	Positive after school activities supported by student fans
Fewer after school un-focused activity	Community based group using our gym, our kids are involved
Active dance group better organized	Less students wandering hallway after school
Middle School Mentorship	Group meets once a week in classroom monitored by mentor teacher
Theater class is twice as big and twice as active (putting on a show)	11/12 with 8 th Graders in 2 nd Fl Café (personal mentors) and also 7 th Grade classroom helpers
No issues with middle school field trip, 9 th Gr Aquarium field trip	32 students this year up from 18 in 2013-2014
Goal setting occurred in all grades	Better focus on representing our school
9 th Grade students ready to take responsibility in behavior and educational process (they are the Legacy class).	Kids were reflective, open and set goals (MCAS and MAP related)
Clark and College Courses	Transition times minimized in class
Higher ELL "making progress" Claremont versus District data	We have had over 50 total students take college courses since 2013 that includes students taking courses at QCC, Clark and Holy Cross. This represents approximately 15 students per semester.
MCAS annual comparison indicated increases in Grade 10 Math proficiency and decreases in failing	ACCESS data 2014 Proficiency Level Summary (All grade levels except grade 7). 2013 proficiency was 29% and 2014 proficiency was 38%, 2013 failing was 16% and 2014 failing was 15%
MCAS Cohort comparison for Class of 2016 indicated growth in ELA	In 2012, 53% of ELA Grade 8 students were NI or Failing and 47% were proficient. In 2014, in the cohort, we had 3% advanced, 65% proficient, 29% needs improvement and 3% failing.
MCAS Cohort comparison for Class of 2018 indicated growth in ELA	In 2013, 63% of Cohort were Advanced or Proficient and in 2014, 65% of cohort was Advanced or Proficient
MCAS Cohort comparison for Class of 2016 indicated growth in Math	In 2012, 84% or Math Grade 8 students were NI or Failing, while 15% were proficient. In 2014, in the cohort, we had 15% advanced, 36% proficient, 39% needs improvement and 9% failing.
2014 CPI score for ELL for ELA was above District and State percentages	62.5 CPI School, 61.6 CPI District, 59.8 CPI State
2014 SGP score for all grades Mathematics in the subgroups for Students with Disabilities was above the District and State	MATH - 44 SGP School, 41 SGP District, 43 SGP State

2013 CPI Score in ELA in the subgroups for Hispanic/Latino was above the District and State	ELA – 76.9 CPI School, 70.2 CPI District, 74.6 CPI State
In 2014 for all Science the subgroup Hispanic/Latino demonstrated an increase in their CPI	Hispanic/Latino score of 54.9 with a positive CPI change of 1.9
Our four year cohort graduation rate increased from 2012 to 2013	2012 Graduation Rate to 2013 “all students” increased from 64.3 to 72.5 2012 Graduation Rate to 2013 “high needs” increased from 63.6 to 73.7 2012 Graduation Rate to 2013 “low income” increased from 63.6 to 73.3 2012 Graduation Rate to 2013 “Hispanic/Latino” increased from 50 to 68.4
Baseline data indicates teacher attendance improved from 2012-2013 to 2013-2014	Average days out dropped one full day, from 8.88 to 7.89
Baseline data indicates higher student attendance improved from 2012-2013 to 2013-2014	Attendance rate increased from 93.11% to 93.74%
Baseline data indicates student dropouts improved from 2012-2013 to 2013-2014	Number of dropouts decreased from 10 to 2
Baseline data indicates total number of students suspensions improved from 2012-2013 to 2013-2014	Number of total suspensions decreased from 127 to 118
Areas of Concern	
Concern	
Looking at aggregate school wide and all subject data for CPI growth and progress toward narrowing proficiency gaps, Claremont was not on target for any subgroup	Evidence All students scored a PPI of 47 while high needs scored a PPI of 46. Low income students scored a PPI of 48 and ELL/Former ELL came closest to their target by scoring 59. Hispanic/Latino students did not meet the target with a score of 54.
All students, high needs students, low income students, ELL/Former ELL and Hispanic/Latino all failed to reach the targeted CPI growth for 2014 Math	All students Math CPI score was 46.6 down 7.5 High need students Math CPI was 45.4 down 7.5 Low Income Math CPI was 45.5 down 7.0 ELL and Former ELL Math CPI was 37.8 down 11.8 Hispanic/Latino Math CPI was 46.0 down 4.9
All students, high needs students, low income students, ELL/Former ELL and Hispanic/Latino all failed to reach the targeted CPI growth for 2014 ELA	All students ELA CPI score was 77.4 down 4.5 High need students ELA CPI was 76.6 down 4.4 Low Income ELA CPI was 77.3 down 3.5 ELL and Former ELL ELA CPI was 69.4 down 7.3 Hispanic/Latino ELA CPI was 76.9 down 2.4
All students in these categories; high needs students, low income students and ELL/Former ELL all failed to reach the targeted CPI growth for 2014 Science. Only Hispanic/Latino increased it's CPI score, but still failed to reach the target	All students Science CPI score was 53.9 down 4.6 High need students Science CPI was 53.1 down 4.3 Low Income Science CPI was 53.6 down 3.1 ELL and Former Science ELA CPI was 44.8 down 9.6

<p>2014 MCAS data indicated that all subcategories of students in both math and ELA saw declines in the percentage of students scoring advanced. As a result, Claremont scored very few PPI extra points in these areas.</p> <p>MCAS middle school math scores still indicate that nearly half of the middle school students are scoring in the warning category.</p> <p>While our four year cohort graduation rate continues to increase, we consider it a concern when any student doesn't graduate.</p> <p>More success with students taking Clark classes</p>	<p>Hispanic/Latino Science CPI was 54.9 raised 1.9</p> <p>2014 advanced percentage in ELA for all students declined 4 % to 2%. Declines were noted in other subcategories as well.</p> <p>2014 advanced percentage in math for all students declined 2% to 4%. Declines were noted in other subcategories as well.</p> <p>2014 saw 72% of 7th Grade and 56% of 8th Grade score warning in Math.</p> <p>In 2013 the graduation rate to for "all students" increased from 64.3 to 72.5</p> <p>In 2013-2014 we had about ¼ of the students not successfully complete their college courses and some had to drop out. Of the other students, 25% scored either a D or a C. We need to have more students doing better in the class.</p>
<p>Scheduling Issues</p>	<p>While the need to increase learning time for our students to work to support the gaps is needed, Administration was forced to re-schedule the building in a way that includes less time on core content learning. We are trying to work with using the Extended Academic time to remediate and intervene on students who need extra time.</p>
<p>AP classes / AP test scores</p>	<p>The number of AP tests taken increased from 55 to 73. AP scores of the 73 tests that were taken, found that 7 were qualifying scores (score of 3 or more)</p>
<p>SAT/PSAT scores</p>	<p>All parts of the SAT test decreased from 2013 to 2014 school year. Reading dropped from 417 to 372, Writing dropped from 417 to 372 and Math dropped from 424 to 380.</p>
<p>Student Tardiness</p>	<p>We continue to monitor student tardiness as an issue. We saw a positive result in September. We are meeting with students and calling parents to impress upon them the importance of getting to school on time.</p>
<p>Student attendance is comparatively high again this past year, but still needs improvement.</p>	<p>Claremont's attendance rate was 93.74% up from 93.07% last year, another growth of nearly ¾ of a percent. While we still need to improve, we have found our school to have climbed to third in the city.</p>
<p>Targeted intervention, Students getting specific support from teachers</p>	<p>Last year our targeted intervention did not create as much success for our students as we had hoped (noted in above students with disability scores). This year we are pulling out those with disabilities for one period in order to make sure conceptual and remedial help is given.</p>

III. Action Plan: Goal #1

<p>Worcester Public Schools Strategic Goal</p>	<p>Worcester Public Schools will implement strategies that result in high student achievement.</p>
<p>School SMARTe Goal</p>	<p>100% of students will show improvement in mathematics as indicated on the administration of the MCAS math exam in grades 7, 8, and 10. In addition the percentage of students with disabilities scoring proficient or above will increase in Math in Grades 7, 8 and 10 from 7% to 15% thus helping us achieve the target score of 46.4 (estimated – no data in proficiency gap report). Overall our goal is to have 35% of students reach proficiency or above on Math MCAS, and our percent of students scoring 2 or more on Open Response Items will increase from 29% to 40%. Also, we will decrease the number of ELL students in Warning by 8 students to achieve a 10% increase in Warning. Finally, we want to increase the percentage of students scoring advanced from 4% to 10%.</p>
<p>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</p> <p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Differentiation to ensure access for targeted student populations Teachers will coherently use the best practices of Reading to Understand, Writing to Learn, Classroom Discourse and Collaborative Group Work. In Math, there will be a focus on the use of writing to help students explain and provide evidence for their thinking.</p> <p>The ILT will support teams in revealing students with high needs through the EWIS, and target additional support for those students. The ILT will conduct observations of classes looking for the successful implementation of these effective practices and this data will be shared at the bi-monthly ILT meetings.</p>
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p> <p>Data Source: ILT observations to ensure best practices are being implemented. Professional Development attendance to ensure that teachers are receiving the training necessary to successfully implement these strategies.</p> <p>Classroom scores of open-response questions, essay questions, and the use of writing to support and demonstrate learning. There will be a focus on language acquisition skills through content-based problems to better support our ELL population as well as those struggling with reading skills.</p>	<p>STUDENT RESULTS INDICATOR</p> <p>Data Source: Student scores on MCAS and MAP will increase, student scores on open-response questions and in the area of reading comprehension will increase for all students.</p>
<p>Students will demonstrate increased awareness and capabilities of collaboration and discourse as measured by presentations and group work rubrics and informal assessments.</p>	<p>Students will demonstrate increased awareness and capabilities of collaboration and discourse as measured by presentations and group work rubrics and informal assessments.</p>

IV. Action Steps – School SMARTe Goal

School SMARTe Goal: 100% of students will show improvement in mathematics as indicated on the administration of the MCAS math exam in grades 7, 8, and 10. In addition the percentage of students with disabilities scoring proficient or above will increase in Math in Grades 7, 8 and 10 from 7% to 15% thus helping us achieve the target score of 46.4 (estimated – no data in proficiency gap report). Overall our goal is to have 35% of students reach proficiency or above on Math MCAS, and our percent of students scoring 2 or more on Open Response Items will increase from 29% to 40%. Also, we will decrease the number of ELL students in Warming by 8 students to achieve a 10% increase in Warming. Finally, we want to increase the percentage of students scoring advanced from 4% to 10%.

Best Practice or Strategy: Writing to Learn, Classroom Discourse, Reading to Understand, Collaborative Group Work

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
The math department will align curriculum vertically And correlate with the MA Frameworks Implement research based practices for teaching math to students with disabilities.	Fall 14- Spring 15 Fall 14- Spring 15	All Math Teachers All Math Teachers & Student Support Teachers	Rounds Coll. Lesson Planning Rounds Coll. Lesson Planning	Clark Supported PD Monthly Dept Meetings Extra PD Sessions
Students will be asked to share and evaluate each other's work and thoughts in order to make math more accessible to target populations. Middle school numeracy classes for the lower performing 75% based on Mathematics MAPs testing	Fall 14- Spring 15 Summer 14 (Aug Academies) – Spring 2015	All Math Teachers & Student Support Teachers Team Leaders Numeracy Teachers	Rounds Coll. Lesson Planning MAP data; Basic Skill Inventories; MCAS data	Dept Meetings PD Sessions Clark Support Reallocation of Funds
Incorporate faculty within a Numeracy Across the Curriculum Initiative; Teachers meet in departments to share what they can do to better support students' Numeracy skills, problem solving skills, confidence, and written mathematical explanations. Team leaders follow up with their teachers in team meetings to share ideas and successes.	PD sessions Team time ILT	All Staff	Implementation and growth discussed at monthly team time	Staff Meeting Time

Use of First in Math to identify needs and personalize instruction to remediate missing math skills and concepts	Fall 2014- Summer 2015	Math, Numeracy, ELL, Special Ed and Saturday school teachers	First in Math data at least monthly	Time for teachers to share how they are using First in Math; training for specific questions if desired. PD from First in Math.
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III. Action Plan: Goal #2

Worcester Public Schools Strategic Goal	Worcester Public Schools will implement strategies that result in high student achievement.	
School SMARTe Goal	100% of students will show improvement in reading and writing as indicated on the administration of the ELA MCAS exam. We will increase the percentage of students scoring proficient or above from 51% to 67% thus ensuring we hit our target growth in ELA. In addition, we want to increase the percentage of students with disabilities scoring proficient or above from 3% to 14%. This will assist us in achieving the target goal of 63.9 (estimated – no data is in the proficiency report). Also, we want to decrease the ELL students in Warming to 12% (this will require nearly 7 students to improve their scores). Moreover, we want to increase the “All Students” percentage of students scoring advanced from 2% to 12% school wide.	
Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)	Differentiation to ensure access for targeted student populations Teachers will coherently use the best practices of Reading to Understand, Writing to Learn, Classroom Discourse and Collaborative Group Work. In ELA, there will be a focus on the use of writing to help students explain and provide evidence for their thinking.	
Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)	The ILT will support teams in revealing students with high needs through the EWIS, and target additional support for those students. The ILT will conduct observations of classes looking for the successful implementation of these effective practices and this data will be shared at the bi-monthly ILT meetings.	
School Performance Indicators and Data Sources		
ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR	
Data Source: ILT observations to ensure best practices are being implemented. Professional Development attendance to ensure that teachers are receiving the training necessary to successfully implement these strategies. Classroom scores of open-response questions, essay questions, and the use of writing to support and demonstrate learning. There will be a focus on language acquisition skills through content-based problems to better support our ELL population as well as those struggling with reading skills.	Data Source: Student scores on MCAS and MAP will increase, student scores on open-response questions and in the area of reading comprehension will increase for all students. Students will demonstrate increased awareness and capabilities of collaboration and discourse as measured by presentations and group work rubrics and informal assessments.	

IV. Action Steps – School SMARTe Goal

School SMARTe Goal:

100% of students will show improvement in reading and writing as indicated on the administration of the ELA MCAS exam. We will increase the percentage of students scoring proficient or above from 51% to 67% thus ensuring we hit our target growth in ELA. In addition, we want to increase the percentage of students with disabilities scoring proficient or above from 3% to 14%. This will assist us in achieving the target goal of 63.9 (estimated – no data is in the proficiency report). Also, we want to decrease the ELL students in Warning to 12% (this will require nearly 7 students to improve their scores). Moreover, we want to increase the “All Students” percentage of students scoring advanced from 2% to 12% school wide.

Best Practice or Strategy:

Writing to Learn, Reading to Understand, Classroom Discourse, Collaborative Group Work

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
In each classroom, teachers will focus on student engagement and literacy. Students will use our best practices to engage in meaningful reading, writing and reflection.	Fall 14- Spring 15	FIC Team Leaders Principal	Rounds Collab Lesson Planning Looking at Student Work	ILT & FIC Planning Time
Provide/encourage participation in MCAS academic tutoring, after-school programs, Saturday School/Workshops and Summer School to support targeted students.	Fall 14- Spring 15	MCAS Specialist After School Coord Classroom Teachers	Sage Data Edwin Analytics	FIC Time Team Leaders
Review student work to identify areas of student need and plan instructional strategies to address those needs.	Fall 14- Spring 15	ILT Team Leaders Teams	Classroom Assignments Rounds, Collab Lesson Planning, MCAS Service Center data	FIC and ILT Planning Time
Teachers will institute a protocol of looking at student work as a means to demonstrate our value in writing that shows strong thinking.	Fall 14- Spring 15	ILT Faculty	Collab Lesson Planning Looking at Student Work	Clark Dept Meetings PD
Vertical teams will articulate the teaching of writing as a process across the curriculum.	Fall 14- Spring 15	ILT Faculty	Looking at Student Work Rubric generated by ILT	Faculty Meeting Team Time Dept Meetings
Monitor use of best practices in each class including using rounds, lesson study, and team meetings to	Nov 14- Spring 15	FIC Team Leaders	Classroom Observation Forms	Clark, MATs to free up teachers for lesson

relentlessly communicate how best practices are being used and the ways to make them more powerful.		Lead Teacher Principal	Team Meetings Student Work	study/ Rounds
Construct a schedule that supports all students as powerful learners including a full inclusion model with heterogeneous classrooms where all students are expected to be thinkers.	June-July	Principal Lead Teacher	Schedule SPED team meetings SPED Goals	Late tiered teacher start Teacher training and efficacy in inclusion supports
Use the strategy of Writing to Learn to improve students' ability to explain their thinking and support that thinking with evidence.	Fall 14- Spring 15	Faculty	Classroom Observation Forms Team Meetings Student Work	FIC time to complete workshops
Maintain the practice of building academic stamina and perseverance through the use of peer editing and revision, and use this system coherently to ensure students are able to become independently college and career ready.	Fall 14- Spring 15	ILT Faculty Principal	Common Language around perseverance/stamina	Time for ILT and teachers to create the system

III. Action Plan: Goal #3

<p>Worcester Public Schools Strategic Goal</p>	<p>Worcester Public Schools will implement strategies that result in high student achievement.</p>
<p>School SMARTe Goal</p>	<p>100% of students will show growth as evidenced by increased scores on the grade 8, and high school MCAS science exam. At least 10% of students who scored warning will increase their score to the NI category and at least 20% of students will increase their score to at least proficiency. The remaining students will increase their scores within these categories. Our overall goal is to have at least 25% at or above proficiency in Science. These increases will ensure that we continue to make our target growth. We also want to increase the percentage of students scoring advanced from 0% to 3%</p>
<p>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</p>	<p>Differentiation to ensure access for targeted student populations Teachers will coherently use the best practices of Reading to Understand, Writing to Learn, Classroom Discourse and Collaborative Group Work.</p>
<p>Instructional Leadership Team Implementation (Explain how I.L.T members implement and measure school-wide strategies.)</p>	<p>The I.L.T will support teams in revealing students with high needs through the EWIS, and target additional support for those students. The I.L.T will conduct observations of classes looking for the successful implementation of these effective practices and this data will be shared at the bi-monthly I.L.T meetings.</p>
<p>School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: I.L.T observations to ensure best practices are being implemented. Professional Development attendance to ensure that teachers are receiving the training necessary to successfully implement these strategies. Classroom scores of open-response questions, essay questions, and the use of writing to support and demonstrate learning. There will be a focus on language acquisition skills through content-based problems to better support our E.L.L. population as well as those struggling with reading skills.</p>	<p>Data Source: Student scores on MCAS and MAP will increase, student scores on open-response questions and in the area of reading comprehension will increase for all students. Students will demonstrate increased awareness and capabilities of collaboration and discourse as measured by presentations and group work rubrics and informal assessments.</p>

IV. Action Steps – School SMARTe Goal

School SMARTe Goal:

100% of students will show growth as evidenced by increased scores on the grade 8, and high school MCAS science exam. At least 10% of students who scored warning will increase their score to the NI category and at least 20% of students will increase their score to at least proficiency. The remaining students will increase their scores within these categories. Our overall goal is to have at least 25% at or above proficiency in Science. These increases will ensure that we continue to make on target growth. We also want to increase the percentage of students scoring advanced from 0% to 3%

Best Practice or Strategy:

Writing to Learn, Reading to Understand, Classroom Discourse, Collaborative Group Work

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Reinforce powerful learning strategies for a coherent instructional approach centered around best practices.	Fall 14- Spring 15	Principal ILT Faculty	Focus Statement Video of Practice Team Agendas Rounds	Clark supported PD
Reinforce our focus and powerful learning strategies, including what these strategies “look like, sound like, and feel like” when they are used.	Fall 14- Spring 15	ILT FIC Faculty	Powerful Learning Posters Definition/Rubric of Strategies	October & other PD Days
Use in every class, every day the best practice strategies of Reading to Understand, Writing to Learn, Classroom Discourse, and Collaborative Group Work.	Fall 14- Spring 15	Faculty	Classroom Observation Forms Team Meetings Student Work	Time of FIC Team Meeting Time
Monitor use of best practices in each class including using rounds, lesson study, and team meetings to relentlessly communicate how best practices are being used and the ways to make them more powerful.	Fall 14- Spring 15	FIC Team Leaders Lead Teacher Principal	Classroom Observation Forms Team Meetings	Clark, MATs to free up teachers for lesson study/ Rounds

Implement a schedule that supports all students as powerful learners including a full inclusion model with heterogeneous classrooms where all students are expected to be thinkers.	Fall 14- Spring 15	Principal Lead Teacher Faculty	Student Work Schedule SPED team meetings SPED Goals	Late tiered teacher start Teacher training and efficacy in inclusion supports
Use of successful adolescent literacy strategies, including explicit vocabulary instruction for the purpose of improving reading skills in science	Fall 14- Spring 15	Faculty	Dept Assessments Open Response Questions	PD on Reading to Understand; Adolescent Literacy strategies incorporated into faculty meetings.
Create a mentor/monitor arrangement between HS students and Grade 8 Science students in order to learn better research skills and understand the role of Ubuntu in the school	Fall 14- Spring 15	Faculty	Classroom Observation Video Clips Open Response Questions	Writing to Learn in Science class Mentoring Time
Use the strategy of Writing to Learn to improve students' ability to explain their thinking and support that thinking with evidence in science.	Fall 14- Spring 15	Faculty	Classroom Observation Forms Team Meetings Student Work	Department sharing of MMSI and AP strategies to better support writing in the Science classroom.

III. Action Plan: Goal # 4

<p>Worcester Public Schools Strategic Goal</p>	<p>Worcester Public Schools will develop and maintain welcoming, safe and secure schools</p>
<p>School SMARTe Goal</p>	<p>The end of year suspension rate will drop by 5% for all students as measured by baseline data, in the 2013-2014 school year. There will be 10% fewer in-house suspensions for all students in the aggregate. In addition there will be a decrease of 5% in the percentage of students suspended over 10 days.</p>
<p>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</p>	<p>Differentiation to ensure access for targeted student populations Ubuntu: Student and Adult culture will be driven by the African Philosophy of Ubuntu, where members of the community take responsibility and care of others. This philosophy will be the driving force for all disciplinary actions of the school and within classrooms.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>Team members will work to monitor student understanding and use of the concepts within Ubuntu. ILT will review discipline referrals and suspension data on a quarterly basis and provide training to the staff on the use of positive reinforcement and regular communication as ways to encourage positive cultural coherence.</p>
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Fewer office referrals and adults will have a clearer sense of classroom culture to create an intellectually stimulating and engaging environment resulting in fewer disciplinary infractions.</p>	<p>Data Source: Student suspension rates will decrease and the severity of these infractions will also decrease.</p>
<p>Positive Office referrals will indicate that adult culture recognizes positive student behaviors and will celebrate them</p>	<p>There will be an increase in positive referrals and the number of students receiving praise for positive cultural building.</p>

IV. Action Steps – School SMARTe Goal

School SMARTe Goal:

The end of year suspension rate will drop by 5% for all students as measured by baseline data, in the 2013-2014 school year. There will be 10% in-house suspensions for all students in the aggregate. In addition there will be a decrease of 5% in the percentage of students suspended over 10 days.

Best Practice or Strategy: Ubuntu

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Continue the work of staff and student cultural coherence around the concept of Ubuntu (I am because we are)	Summer 2014 PD	Principal Lead Teacher	Positive referrals	Summer PD Clark Support
Create and use a system of positive student referrals when students are living out the principles of Ubuntu	Fall 14- Spring 15	Principal Lead Teacher	Positive referrals Office referrals	Referral systems
Hold student meetings to solicit input on culture and community. (Use of Advisory Reps who will return to discuss topics in Advisory).	Fall 14- Spring 15	ILT Teachers	Session agendas/ dates	Assemblies
Get staff tee shirts for Ubuntu and college going to ensure a culture of togetherness and collectivism	Fall 14- Spring 15	Principal	Friday tee shirts	School budget
Use Student Support staff and the SSP process to help with students who are struggling with inappropriate behaviors in school	Fall 14- Spring 15	SST (FIC, SAC, Guidance, School Psychologists)	SST agendas Small group work	SST Time
Create and use systems like advisory, seminars and mentoring to help students see their role in the creation and protection of the school culture	Fall 14- Spring 15	Principal Lead Teacher	Advisory schedules	Scheduling

<p>Create a student mentoring program for high school students to mentor middle school students Train faculty with Restorative Justice techniques to help create a coherent plan of support within school.</p>	<p>Fall 14- Spring 15 Nov 14 – Spring 15</p>	<p>ILT Guidance ILT Guidance Principal</p>	<p>Mentor surveys Advisory feedback and SST referrals</p>	<p>Junior and Senior Schedules School Budget</p>
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III. Action Plan: Goal #5

<p>Worcester Public Schools Strategic Goal</p>	<p>Worcester Public Schools will foster high levels of family and community engagement, commitment and partnership</p>
<p>School SMARTe Goal</p>	<p>Claremont Academy will have an increase from last year of parent and community events of 30%. Attendance at KYSN and Parent Council events will increase by 10%.</p>
<p>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</p>	<p>Differentiation to ensure access for targeted student populations The school will make a concerted effort to hold more parent and school community events. This will include a robust and monthly meeting of the school’s Parent Council. This body, acting beyond the required school site council will provide important parent feedback and the opportunity to have parents reach out to parents to increase parental involvement. Further, the school will continue our Community Advisory Committee, consisting of 14-15 members from community agencies, that will meet quarterly to seek counsel and advice relative to the challenges of the school.</p>
<p>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The ILT will monitor monthly school and community events and make them part of the important communication of the school’s efforts. The ILT will also look to find creative ways to get more students and parents involved in the broader school community and create connections between the school and the neighborhood in which it exists.</p>
<p align="center">School Performance Indicators and Data Sources</p>	
<p>ADULT IMPLEMENTATION INDICATOR</p>	<p>STUDENT RESULTS INDICATOR</p>
<p>Data Source: Staff attendance at school and community activities will indicate a strong school culture. Staff will record their communications with parents through multiple avenues.</p>	<p>Data Source: Student and parent attendance at school community events will increase. Parents and students will report a stronger bond with the school and the teachers</p>

IV. Action Steps – School SMARTe Goal

School SMARTe Goal:

Claremont Academy will have an increase from last year of parent and community events of 30%. Attendance at KYSN and Parent Council events will increase by 10%.

Best Practice or Strategy: Building on the philosophy of Ubuntu for increased Family and Community Engagement

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
Continue to use home visits as a means to create a community of support and our commitment to college and career readiness.	Fall 14- Spring 15	Principal Teachers	Interview sheets Referral Notices	Bilingual support Time
Recruit and capitalize on a core group of dedicated and committed parents to mobilize the efforts of all parents and to reach out to parents in similar language groups	Fall 14- Spring 15	Principal Guidance	Parent Meetings Parent Council Members	After school time Phone messages and email
Create a strong Parent Council, separate from our Site Council that will operate to support the school and generate parent activity and voice at the school	Fall 14- Spring 15	Principal	Parent Meetings Parent Council Members	After school time Phone messages and email
Hold parent and community events to celebrate culture throughout the school year	Fall 14- Spring 15	Principal Teachers	Calendar of events	Evening activity time
Hold various formal and informal opportunities (KYSN – including a bell choir presentation, Ice Cream Social, Parent Gatherings, Game Night, Festivals and Family Math Nights)	Fall 14- Spring 15	Teachers Administration	Attendance numbers at events	Evening activity time
Use Connect-Ed and Engrade to improve communication with parents	Fall 14- Spring 15	Administration Office Staff	Number of messages/notices	Connect Ed, email and translation services
Create and meet with a Community Advisory Council to support the work of the school within the larger Main South Community	Oct, Feb, and May	Principal	Advisory List Agendas Minutes	Email Community connections



Worcester Public Schools Targeted Professional Development Plan

2014 - 2015

A Targeted Professional Development Plan includes professional development that builds expertise, changes instructional practice, monitors student performance and is regularly communicated.

Worcester Public Schools Targeted Professional Development Plan

School Name: Claremont Academy

<p>SCHOOL FOCUS: At Claremont Academy students will learn to read, write, speak, and problem solve for college and career readiness by collaborating and working individually to analyze, synthesize, interpret, evaluate, and apply knowledge.</p>			
<p>Best Practice: Writing to Learn</p>	<p>Best Practice: Reading to Understand</p>	<p>Best Practice: Collaborative Group Work</p>	<p>Best Practice: Classroom Discourse</p>

Directions: For each month, list the professional development activities that will be given at your school. The professional development could take place in various session formats, including but not limited to faculty meetings, grade level meetings/common planning team meetings/department meetings, and the contractual 8 hours around your best practices that will support your school focus. Indicate which of the district strategic goals are addressed in this professional development session.

Month	Date	# Minutes	Topic	Session Format	SMART Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
September	9/8 Mon	2:30-3:30	Admin/ Topics for PD	Workshop	1, 2, 3	X	X	X	X	
	9/10 Wed	2:30-3:45	Data Review: Looking at MCAS and AP Data	Meeting	1, 2, 3, 4		X	X		
	9/12 Fri	60	Team Time	Meeting	1, 2, 3	X	X	X		
	9/22 Mon	2:30-4:00	Evaluation Process SPED Dept Meeting	Workshop	1, 2, 3, 4	X	X	X	X	

Mon th	Date	# Minutes	Topic	Session Format	SMARTe Goal #	Check All Applicable Boxes				District Support Needed
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	
	12/1 Mon	2:30- 4:00	Restorative Justice Part Two	Workshop	4, 5	X	X	X		
	12/3 Wed	2:30- 3:45	ILT (Planning PD and Making sense of the work)	Meeting	3, 4, 5		X	X		
	12/8 Mon	2:45- 4:00	Extra PD College and Career Readiness Curriculum Mapping for the PARRC and MCAS	Workshop	1, 2, 3, 4	X	X	X	X	
	12/22 Mon	2:45- 4:00	ILT Preparation for PD in the Spring	Workshop	1, 2, 3, 4	X	X	X		

December

Month	Date	# Minutes	Topic	Session Format	SMARTe Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
January	1/5 Mon	2:30-4:00	Admin ACCESS Testing Prep Evidence for Evals	Workshop	1, 2, 3	X	X	X		
	1/9 Fri	60	Team Time	Meeting	4, 5	X	X	X		
	1/12 Mon	2:30-3:45	Extra PD Department Meetings to bridge the gap: HS and College	Workshop	1, 2, 3, 4	X	X	X		
	1/14 Wed	2:30-3:45	ILT (Preparing for the professional development workshops)	Meeting	1, 2, 3, 4		X	X		
	1/16 Fri	60	Team Time	Meeting	4, 5	X	X	X		
	1/23 Fri	60	Team Time	Meeting	4, 5,		X			
	1/26 Mon	2:30-4:00	Supporting all Learners for College and Career Readiness Supporting ELLs and SPED	Workshop	1, 2, 3, 4	X	X	X		

Month	Date	# Minutes	Topic	Session Format	SMARTe Goal #	Check All Applicable Boxes				District Support Needed
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	
March	3/2 Mon	2:30-4:00	Admin MCAS	Meeting	1, 2, 3	X		X		
	3/6 Fri	60	Team Time	Meeting	1, 2, 3, 4	X	X	X		
	3/9 Mon	2:30-3:45	ILT Check in for Extra PD Saturday Session	Meeting	1, 2, 3, 4	X	X	X		
	3/14 Sat	8:00-12:00	EXTRA PD Breaking Through PARRC and MCAS Preparation Plan (Math Passport Program)	Meeting	1, 2, 3, 4	X	X	X		
	3/13 Fri	TBD	Team Meeting	Meeting	4, 5	X		X		
	3/16 Mon	2:30-4:00	Department Meetings Vertical Curriculum Alignment	Workshop	1, 2, 3, 4	X	X	X		
	3/20 Fri	60	Team Meeting	Meeting	4, 5		X	X		
	3/27 Fri	60	Team Meeting	Meeting	4, 5		X	X		

Month	Date	# Minutes	Topic	Session Format	SMARTe Goal #	Check All Applicable Boxes				
						Builds Expertise	Changes Instructional Practice	Monitoring Student Performance	Communicating Relentlessly	District Support Needed
June	6/1 Mon	2:30-4:00	Admin End of year	Meeting	4, 5				X	
	6/5 Fri	TBD	Team Time	Meeting	4, 5	X	X	X		

Appendix F

Resumes of Innovation Planning Committee

(To come when all are received.)

SCOTT F. BODAMER

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Charlton, MA 01507
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sfbodamer@charter.net

Education

Master of Education – Counseling & Psychology
Springfield College: Springfield, MA
May 1990

Bachelor of Science – Chemistry
Fitchburg State College: Fitchburg, MA
May 1988

Teacher Certification – Massachusetts
General Science (5-8) #375507 Valid through 8/2018

Experience

7th/8th Grade Science Teacher August 2012-present
Claremont Academy – Worcester Public Schools: Worcester, MA

Developed and implemented a Physical Science/Earth Science curriculum for 7th grade and a Life Science curriculum for 8th grade. Created a middle school science lab by procuring and organizing equipment. Maintained a grade book/resource web site to assist students and parents. Responsible for all materials, notes, assessments, and projects for the courses.

8th Grade Science Teacher August 2010-June 2011
Frederick W. Hartnett Middle School: Blackstone, MA

Implemented a comprehensive Physical Science curriculum consistent with the State frameworks. Developed all presentations, materials, notes, assessments, and projects for the course. Organized and maintained the science lab, developed safety procedures and guidelines for the students. Created 8th grade Science MCAS review packets for the various disciplines. Served on the school's Emergency Response Team.

8th Grade Science Teacher

August 2009-July 2010

Bellingham Memorial Middle School: Bellingham, MA

Implemented a comprehensive Physical Science/Earth Science curriculum consistent with the State frameworks. Developed all materials, notes, assessments, and projects for the course. Revived a non-existent science lab – including procuring equipment, organizing and maintaining the lab, developing safety procedures and guidelines for the students. Served on the school's scheduling committee.

Middle School Science Teacher

6th Grade Earth Science

September 2007-June 2009

8th Grade Integrated Science

Shirley Middle School: Shirley, MA

Designed and implemented an Earth Science Program for 6th graders to match the state frameworks. Adapted all lessons for the classroom Smartboard and utilized technology in my teaching methods. Created an 8th Grade Integrated Science Program consisting of the following components: Chemistry, Physics, Life Science, and Earth Science. Assessed and prepared students for the 8th grade science MCAS. Organized and maintained the science labs. Instituted a chemical lab safety program. Developed all assignments, labs, quizzes, and exams for the courses. Maintained respective curriculum maps.

Science Department Head & Teacher

Foxborough Regional Charter School: Foxborough, MA

January 2002-June 2007

Developed curriculum consistent with the Massachusetts Frameworks. Maintained department budgets and coordinated purchasing. Assisted with teacher evaluations. Conducted weekly staff meetings. Primary teacher for 8th grade Earth Science. During tenure, taught the following courses: Chemistry (Gr. 10-12), General Science (Gr. 6), Physical Science (Gr. 9), Astronomy (Gr. 9,10), and The Civil War (Gr. 9-12). Developed all assignments, quizzes, and exams for the courses. Designed a new chemistry lab and worked with vendors throughout the construction phase. Familiar with curriculum mapping software, Gradequick, and Edline. Served on various school committees.

Director of Residence Life

Curry College, Milton, MA

July 2000-July 2001

Assistant Director of Residential Life

The Johns Hopkins University: Baltimore, MD

August 1995-July 2000

Director of Student Affairs

Webb Institute: Glen Cove, NY

June 1990-August 1995

Personal Data

Attended training sessions for Smartboard and Smart Notebook software.

Extensive background with computers: Windows, Internet, HTML, Web page design, etc.

Past training as an Emergency Medical Technician and Search & Rescue Manager.

Taught and coached tennis for several years.

Served as den leader for Cub Scouts.

Deirdre A. Carlson
4 Erica Lane
Auburn, MA 01501
(508) 330-4424
Email: carlsond@worc.k12.ma.us

Education

- 1/05-6/07 **WORCESTER STATE COLLEGE**, Worcester, MA
Leadership Licensure Program – Cohort V, Worcester Public Schools
MA Principal/Assistant Principal (9-12) licensure (Issuance # 1393239)
- 8/98-6/00 **CLARK UNIVERSITY**, Worcester, MA
MA in Teacher Research, Concentration: Literacy
- 8/98-6/99 **CLARK UNIVERSITY**, Worcester, MA
Hiatt Fellowship, Accelerated Learning Laboratory, Worcester Public Schools
- 8/92-6/94 **WORCESTER STATE COLLEGE**, Worcester, MA
M.Ed. in Secondary Education, Concentration: English
MA teacher certification in English grades 9-12 (#321643)
- 8/86-6/90 **MA COLLEGE OF LIBERAL ARTS**, North Adams, MA
Bachelor of Arts, Communications

Experience

- 7/12-Present **11th and 12th Grade Department Head**
Claremont Academy, Worcester, MA
Accountable for providing leadership and supervision to staff members under the direction of the principal. Responsible for team meetings, observing and assisting teachers, developing and implementing team goals, and ensuring all students are college and career ready.
- 9/09-Present **21st Century Site Administrator, Summer School Site Administrator**
Claremont Academy, Worcester, MA
Accountable for the coordination, implementation, and reporting of the program to the school administration, district, and state.
- 10/00-Present **English Department Head**, Claremont Academy, Worcester Public Schools, Worcester, MA
Accountable for providing leadership and supervision to staff members under the direction of the principal. Responsible for departmental meetings, maintaining inventory, assisting and consulting with teachers, identifying and utilizing community resources, developing and implementing departmental curriculum objectives, providing equal education and employment opportunity to all individuals, and performing other job-related duties as assigned.
- 6/00-Present **Presenter, Clark University**, Worcester, MA
Member of the “Curriculum & Knowing in the Humanities” Study Team that created the Clark Humanities Summer Institute. Responsibilities include: development of a common theme or “Big Idea” in the knowledge domain relating to state curriculum frameworks; development of an understanding of the “ways of knowing” of the discipline; identification of diverse learning strategies to engage and support learners; and development (with team members) of thematic exercises for a summer institute. Presented student work, MCAS data information, ways to understand the MA ELA Frameworks, poetry, and text sets resulting from Writing Workshops at the Claremont Academy.

Experience (cont.)

- 6/95-Present **Involvement and Participation with CollegeBoard Connect to College Success**
Involved with English Vertical teams Pre-AP Workshops, Advanced Placement program conferences, SAT conferences, and PSAT Data conferences.
- 6/95-Present **College Community Connection Summer of Work & Learning Teacher**,
Worcester Public Schools
Work with at-risk students, students that have failed the MCAS test numerous times, and ELL students.
- 8/94-Present **English Teacher 6-8, 9-12** Claremont Academy, Worcester Public Schools, Worcester, MA
Responsible for developing humanities curriculum and working in a team environment. Teaching experience at the middle and high school level, including Advanced Placement English Literature and Composition. Taught using many different educational designs (Co-NECT Design, Small Schools, Ways of Knowing), global studies focus, technology focus, block scheduling, interdisciplinary project-based learning, multi-aged classrooms, authentic assessment including rubrics and portfolios, internship program, mentor program, differentiated instruction, and a data-driven curriculum focused on increasing scores in MAP and MCAS. Presently teaching in a heterogeneous, all-inclusive classroom that includes students on full IEPs, students from the ESP room, students with 504 considerations, students from the BD room, and ELL students.
- 8/08-6/09 **ELA Instructional Coach**, Claremont Academy, Worcester, MA
Facilitated staff monitoring and utilization of MAP testing scores. Conducted the following coaching activities: demonstrated and modeled instructional practices and lessons, observed teaching, co-taught, co-planned lessons and units, provided feedback and consultation, promoted reflection, and analyzed students' work in progress. Promoted and supported reading across the curriculum and cross-curricular writing through different programs, workshops, and data analysis.
- 2/07-6/09 **At Risk Night for High School Students**, Claremont Academy, Worcester, MA
Worked with Facilitator to design and present "At Risk Night" for the students who have more than one failing grade and their families. Created a workshop entitled Steps to Success which included helpful tips for parents and feedback from teachers.
- 10/06-6/09 **Homework Hotline Host**, Worcester Public Schools, Worcester, MA
Collaborated with co-hosts to design, develop, and implement quality TV shows that highlight student participation, test preparation, and after-school homework help.
- 05-6/08 **Site Administrator for the Saturday Buyback Program**, Claremont Academy, Worcester, MA
Identified students in need of attendance buyback, notified teachers, students, and parents of the need, collected make-up work for students, facilitated the Saturday work program, and reported outcome to administration and guidance.
- 6/03-6/07 **Trained, New Critical Friends Group Coach, Coalition of Essential Schools**
Completed 36 hours of training. Member of the National School Reform Faculty. Coordinated CFGs at the A.L.L. School for all staff and small department groups.
- 9/99-6/06 **Member of the Small Schools Implementation Team**, A.L.L. School, Worcester, MA
Worked with former administration to create schedules, determine effective usage of school supplies, lower tardiness and decreased absences.

Experience (cont.)

- Summer 00 Assistant Director, Holy Cross Institute on Writing and Teaching, Worcester, MA
Promoted, recruited, selected, and communicated with perspective Worcester
Public School teachers. Was accountable for scheduling, public relations, budget
expenditures, and day-to-day operations of the institute.
- 8/92-6/93 Adjunct Instructor, Quinsigamond Community College, Worcester, MA
Taught three, 3.0 credit courses in First Aid & CPR. Responsible for syllabus,
student research papers, and coordinating curriculum materials.

Involvement

- 3/2011 Started a PLC to research strategies for ELL and SPED students
- 2010-2011 Completed WPS ELL Dual Licensure Project – Secondary Teachers
- 11/2010 Member of the NEASC Visiting Committee to Odyssey High School, South
Boston, MA
- 4/99-Present Worcester Public Schools, Trained Mentor
- 8/98-Present Clark University, Humanities Curriculum Team member
- 2/09-5/09 Participated in MassOne/Moodle – Using Technology for Research class
- 5/99-6/09 National Honor Society Advisor, Claremont Academy
- 6-6/06 A.L.L. School Restructuring Committee, member
- Summer 2001 Mentored new teachers in summer school classrooms as part of the Massachusetts
Institute for New Teachers
- 10/00 Served as a member of the visiting committee to Hingham High School for the
New England Association of Schools and Colleges Commission on Public
Secondary Schools
- 9/99-6/07 Senior Class Advisor, School Newspaper Advisor, A.L.L. School
- 8/95-2002 Massachusetts Teacher’s Association, Union Representative, A.L.L. School
- 8/94-6/07 A.L.L. School, Girls Junior Varsity Basketball coach
- 8/94-2000 A.L.L. School Boys Varsity Volleyball coach

Honors

- 9/09-Present Recognized for valuable contributions to the Poetry Out Loud, Massachusetts State
and National Recitation competition
- Spring 09 Target Field Trip Grant Recipient – *How the “Other Half” Lived*
- Spring 09 Worcester Educational Development Foundation Grant Recipient – *Focus on You
Tournament*
- Spring 09 The Worcester Arts and Humanities Educational Collaborative Grant Recipient –
Doubt: A Parable
- Fall 08 Worcester Educational Development Foundation Grant Recipient – *Romeo and
Juliet*
- 2/06 Recognized for valuable contributions to the *Massachusetts Letter about Literature
Program*
- May 2005 Invited to the 10th Annual Teacher Appreciation Dinner, Worcester Future
Teacher’s Academy, Worcester State College
- 4/02 Honored at the Doherty Memorial High School National Honor Society Induction
Ceremony by a former student for inspiration, encouragement and support
- 11/01 Honored at a luncheon at the MA Academy of Math and Science at WPI by former
student as the teacher who played a significant role in her education

Curriculum Vitae of THOMAS DEL PRETE (abbreviated)
Clark University
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Professional Preparation.

Brown University, Providence, RI
B.A., *magna cum laude*, 1976.

Rhode Island College, Providence, RI
M.A.T., concentration in Social Studies 1978.

Harvard University, Cambridge, MA
Ed.D., Teaching, Curriculum, and Learning Environments, June 1987.

Appointments.

Co-Chair, Education, Clark University (2014 – present)

Director, Adam Institute for Urban Teaching and School Practice, Clark University (2012 – present)

Director, Jacob Hiatt Center for Urban Education, Clark University (1998 – 2012)

Chair, Education, Clark University (1996 – 2012)

Associate Professor and Part-time Associate Professor of Education, Clark University (August 1994 – present)

Associate Professor of Education, Anna Maria College (June 1993 – June 1994)

Director of Teacher Education, Anna Maria College (June 1992 – June 1994)

Assistant Professor of Education, Anna Maria College (August 1987 – June 1993)

Secondary school teacher, History, English (1977-1982)

Selected Publications.

Teacher rounds: A guide to collaborative learning in and from practice. Thousand Oaks, CA: Corwin, 2013.

Improving the odds: Developing powerful teaching practice and a culture of learning in urban high schools. New York: Teachers College Press, 2010.

“Equity and Effectiveness: Challenge and Promise in a Tale of Two Schools and a Partnership,” *Journal of Equity and Excellence in Education*, Volume 39, Number 1, February 2006.

T. Del Prete 2

Thomas Del Prete and Ross, Laurie, "Blurring Boundaries: The Promise and Challenge of a District-Community Action Plan for Systemic High School Change in Worcester, MA," *New Directions in Youth Development: When, Where, What and How Youth Learn*, edited by Karen J. Pittman, Nicole Yohalem, and Joel Tolman, San Francisco, CA: Jossey-Bass, Spring 2003.

Thomas Merton and the Education of the Whole Person. Birmingham, AL: Religious Education Press, 1990.

Selected PI, Co-PI, and grant activity (teacher education, partnership, and school reform).

Principal Investigator, Main South Neighborhood School and College Success Program, Greater Worcester Community Foundation, \$25,000 (2015)

Co-writer and partner, Claremont Academy Innovation Schools Fellowship grant, MA Department of Elementary and Secondary Education, \$75,000 granted to Worcester Public Schools (2014-15)

Partner (with Worcester Public Schools): Title IIB Massachusetts Mathematics and Science Partnership, MA Department of Elementary and Secondary Education, \$51,753 in the first year (2014-17)

Principal Investigator, Clark Science-Math Teaching and Education Partnership (C-STEP). National Science Foundation Robert Noyce Scholarship Program, \$1,130,704 (2013-18)

Principal Investigator, "College Readiness Numbers and Words Project" focused on college readiness, writing and math development in Main South partner schools, The Improving Teacher Quality State Grant program, Massachusetts Department of Higher Education, three years, \$210,014,(2010-2013).

Principal Investigator, Noyce Teacher scholarship grant sub-award, Worcester Polytechnic Institute, \$200,000 (2009-11)

Principal Investigator, "The Hiatt Center-Worcester Public Schools K-17 Curriculum and Knowing Program," Improving Teacher Quality Massachusetts Department of Higher Education Partnership grant program, three years, \$150,000 (2008 - 2010)

Principal Investigator, "Main South Secondary School Collaborative: Teacher Professional Development," Arthur Vining Davis Foundations, two years, \$150,000 (2008-2010)

Principal Investigator, "Worcester Community Teacher Recruitment and Induction Initiative," a federal Title II Teacher Recruitment grant under the Teacher Quality Enhancement program, three years, \$986,493 (2002-2005)

Principal Investigator, Carnegie Corporation "Schools for a New Society" district-community systemic high school reform initiative (Worcester Public Schools); five-year, \$8 million implementation grant (2001-2006) plus matching funds, *one of seven awarded in a national competition*

Co-principal Investigator, Title II "Teacher Quality Enhancement" grant of \$7,000,000 with six other university-school partnerships focused on school-university-community collaborative teacher education, U.S. Department of Education (1999-2004).

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EDUCATION

May 2009	Worcester State College, M.Ed. History
May 2003	Worcester State College, M.Ed. School Leadership
May 1998	Clark University, MA Urban Education
May 1997	Clark University, BA History cum laude
May 2008	Mount Wachusett Community College, A.S.N, RN
May 1993	St. John's High School

EDUCATIONAL EXPERIENCE

Aug 2009-Present	Worcester Public Schools, Principal
Aug 2006-2009	Worcester Public Schools, Coordinator University Park Campus School
Aug 2008-Present	Instructional Leadership Team UPCS
Aug 2003-June 2006	Worcester Public Schools, Acting Administrator during Principal's absence
July 2003, July 2004	Worcester Public Schools, Administrator Summer Program University Park Campus School
August 2002-May 2003	Worcester Public Schools, Administrator, After School Program, University Park Campus School
Aug 1998-Present	Worcester Public Schools, History Teacher University Park Campus School
Aug 2006-Present	Clark University, Adjunct Faculty, Education Department, Ways of Knowing in History
May 2006-Present	Anna Maria College, Adjunct Faculty, Fire Sciences EMT Program
January 2004-Present	Jobs For the Future, Professional Development Presenter History and Social Sciences Workshops
August 2006-Present	Jobs For the Future, Professional Development in School Leadership Designer and Presenter
1999-2001	Clark University Curriculum Team
Sept 1997-Dec 1997	Clark University, Education Department, Grading Assistant
Dec 1997-May 1997	Substitute Teacher, Leicester High School

PROFESSIONAL EXPERTISE

Massachusetts Department of Education Committee on the "Proficiency Gap." 2009
Massachusetts Governor's Task Force on 21st Century Skills 2008
Massachusetts Department of Education, Assessment Development Committee Team
Member, History Social Sciences
Massachusetts Department of Education, Standards Setting Committee, MCAS History
and Social Sciences
Massachusetts Department of Education, MCAS ELA Scorer
New England Association of Schools and Colleges, member of visiting committees,
(2001 Crosby High School, CT; 2002 Avon Middle/High School, MA; 2004
Metropolitan Learning Center, CT)
New England Association of Schools and College, May 2009 Self-Study Retreat
New England Association of Schools and Colleges, co-chair, self-study for UPCS
Accreditation Visit 2002
Boys' Basketball, founder, coach UPCS
Student-Council Advisor, UPCS
Featured in Worcester Public School's "Best Practices" Video
Massachusetts Department of Education, "Attracting Excellence to Education" Program

WORK EXPERIENCE

1998-Present	Teacher of History and Anatomy, Worcester Public Schools
1999-Present	President, South County EMS Associates
1999-Present	Patrolman, Oxford Police Department
1996-Present	Dispatcher, Oxford Police Department
1995-Present	Emergency Medical Technician, Oxford Fire Department
1990-Present	Little League Baseball, umpire
1989-1994	Maintenance, Tru-Spec Wire

CERTIFICATIONS

2011	Massachusetts Office of Emergency Medical Services, EMT- Paramedic
2009	Massachusetts Dept. of Education Supervisor/Director (History)
2008	Massachusetts Board of Nursing Licensed Registered Nurse
2006	Massachusetts Dept. of Education, Principal/Assistant Principal
2004	Massachusetts Office of Emergency Medical Services State Chief EMT Examiner
1999	National Safety Council, CPR/First Aid/ First Responder Instructor
1998	Massachusetts Department of Education, Professional Licensure, 5-9, 9-12 History and Social Studies
1998	Massachusetts Office of Emergency Medical Services EMT-Instructor/Coordinator

1998 National and State EMT-Intermediate
1997 American Heart Association, CPR/AED/First Aid Instructor
1997 Massachusetts Criminal Justice Council Intermittent Police Office
1996 National Association of Telecommunicator Officials
Telecommunicator and Emergency Medical Dispatcher
1995 Commonwealth of Massachusetts, 9-1-1 Dispatcher
1994 Massachusetts Office of Emergency Medical Services
EMT-Basic
1993 Worcester Baseball Umpire's Association, umpire

PROFESSIONAL ORGANIZATIONS

2002 Board of Directors, French River Teacher Education Center
2001 Association of Supervision and Curriculum Development
2001 Massachusetts Association of Communication Officials
2001 National Geographic Society
2000 Massachusetts Council for Social Studies
1997 Fiat Lux, Clark University
1996 Phi Beta Theta, National Honor Society, History
1995 Protective and Benevolent Order of Elks

Hilda Ramirez

10 South Ward Street, Worcester, MA 01610 508-410-6015-cell hilda.ramirez@worchester.edu

EDUCATION

Harvard Graduate School of Education, Cambridge, MA

Master's in Education, Administration, Planning and Social Policy – June 2002

Lesley University School of Management, Cambridge, MA

Bachelor of Science in Business Management – May, 1994

PROFESSIONAL ACCOMPLISHMENTS

Latino Education Institute – Worcester State University

2012-Present

Assistant Director

- Implementation of New programs and policy initiatives
- Responsible for program budgets
- Monitoring and evaluation of programs
- Supervision of program staff
- Marketing and Events coordination
- Relationships with stakeholders (parents, community, university))
- Resource Development (Grants, Sponsorships, marketing)

Worcester Youth Center

2008-2012

Executive Director

- Oversee fundraising and development efforts for youth development organization
- Manage the daily operations of facility including a major renovation effort
- Fiscal accountability of operating budget of \$1.4
- Negotiate all grants and contracts with funders and partners including local, state, federal grants
- Recruit and retain youth development staff of 13
- Involve board members in development efforts including investment portfolio
- Establish relationship with media
- Design a strong program model for urban youth with gaps in education and job skills

Ritmos Academy, Worcester, MA

2002-2012

Entrepreneur/Owner

- Social enterprise dedicated to the development of the Latino culture through programs in the performing and visual arts. Administer and oversight of license under the Department of Early Education and Care for pre-school and after-school programs.

John Hancock Financial Services – Boston, MA

2002-1985

Manager, John Hancock Observatory (1997-2002)

- Recruited and trained multi-lingual staff
- Increased revenue from \$1.7 to \$2.4 million.
- Project manager for facility renovation of \$1 million.
- Senior Project Manager for Olympics Operations (Lillhammer '94, Atlanta '96)
- Exhibit Development "Neighborhoods of Boston"
- Renovated gift shop resulting in increased sales from \$250,000 to \$1 million
- Redesigned marketing materials and created a new image for advertising.
- Increased revenues in function facilities from \$100,000 to \$300,000.

CONSULTING/ADJUNCT FACULTY

Clark University

2014, 2015

Wheelock College

2011

Lawrence Community Works

2008-2006

Cambridge College

2008-2004

LEADERSHIP DEVELOPMENT

- Elected to the Worcester School Committee, 2013
- Non-Profit Leadership Development, Assumption College, 2012
- Schott Fellowship, Early Education and Care, 2005
- Executive Program, John F. Kennedy School of Government, 2003
- Center for Creative Leadership, Colorado Springs, 2003
- National Hispana Leadership Institute, 2003

COMMUNITY

- Worcester Arts Commission, 2014
- Board of Directors, The Hector Reyes House (2012-2014)
- Adelante Worcester, 2009-2014
- Leadership Worcester, 2014
- Corporator for the Ecotarium and the Greater Worcester Community Foundation, 2009-present
- Jewish-Latino Roundtable (Delegation to Israel), 2010
- Selection Committee for the Superintendent of Worcester Public Schools, 2008

AWARDS

Whitney M. Young Award from Boy Scouts of Mohegan Council, 2012

Eleanor T. Hawley Award from Human Rights Commission, 2010

Katharine Forbes Erskine Award for Arts and Humanities, 2009

LANGUAGE/SKILLS: Bilingual/Bicultural – Spanish. Project Management, Program Evaluation, Resource Development, Facilitation Skills

Robert Knittle

384 Burncoat St., Worcester, MA 01606 • rdknittle@gmail.com • 508.853.9523

PROFESSIONAL PROFILE

Dedicated and passionate licensed educator with a specialization in mathematics literacy, writing across the curriculum, instructional coaching and teacher education. Experienced curriculum designer committed to creating innovative and challenging programs and courses. Enthusiastic team member with excellent organizational and interpersonal skills.

AREAS OF EXPERTICE

Math Teacher Training and Development
Instructional Coaching and School Design

Teacher Education and Induction
Differentiated Instruction

ACADEMIC/PROFESSIONAL EXPERIENCE

Curriculum Development, Training and Teaching

Focused Instructional Coach/ MCAS Specialist
Claremont Academy, Worcester, MA

Jul 2012 - Present

- Highly qualified teacher status as described by the DESE
- Demonstrate instructional coaching abilities with teachers to allow them to self-reflect in improving their practice and the acceleration of all students.
- Develop teachers' understanding of practices that promote literacy development and how these practices relate to content-area learning.
- Facilitate an understanding of signature practices of teaching and learning at Claremont Academy and personalize student learning in the context of revitalizing a learning community.
- Promote an understanding of student-centered learning.
- Build a commitment to sharing, reflecting on and developing teaching practice with colleagues in collaborative learning processes such as Rounds.
- Develop and create opportunities for teachers to work vertically and horizontally (department and teams) on Collaborative Lesson Planning to instill a reflective and collaborative culture in our community.
- Model a commitment to collaborative decision-making with colleagues.
- Demonstrate a belief that every student can learn and qualify for post-secondary education.
- Continually work to establish a culture of belief and community in all student and teaching success.

Focused Instructional Coach/ MCAS Specialist
University Park Campus School, Worcester, MA

Aug 2011 - Jun 2012

- Demonstrated understanding of the signature practices of teaching and learning at UPCS, where progressive educational practices such as collaborative group work, questioning, literacy groups, writing-to-learn, scaffolding and classroom talk had already been implemented, and personalized learning in the context of a vibrant learning community.

Regional Math Specialist
Massachusetts Department of Elementary and Secondary Education
Malden, MA (Greater Boston DSAC Region)

Jan 2011-Aug 2011

- Supported all Level 3 Districts in the Greater Boston Region, implementing systemic change that improved the learning opportunities for all students.
- Developed and lead professional networks that support school and district leaders in Mathematics.
- Connected districts with resources that align with their strategic improvement activities.
- Collaborated with districts to assess needs and assets of mathematics programs and their ability to support all students toward higher achievement.

**Senior Project Manager/Instructional Specialist
Jobs for the Future, Worcester, MA**

2007–Dec 2010

- Designed and implemented a math workshop series in best classroom practices to train math teachers, coaches and leaders. Initiated 10 training sessions with over 200 teachers in three states. Reviews and evaluations received were outstanding.
- Co-taught high school math at University Park Campus School in Worcester, MA, creating engaging curriculum for at-risk students; 100% of the students passed the math MCAS.
- Facilitated professional development and online learning for school leaders, instructional coaches and teachers. Through one five-week session, hosted 14 coaches from NC, helping them to participate in learning about online tools, and their application to lesson plans.
- Developed curricula and trained instructional coaches and teachers at early college high schools and alternative education programs throughout the country. Participated as a team member helping guide various groups of up to 50 clients at approximately 10 sessions yearly over three years in both school and workshop settings. Programs implemented in workshop participants' school districts have led to increased assessment scores compared to their districts' averages. Documented gains achieved in NC, PA, and TX.
- Collaborated with team members to design and implement school reform initiatives. Created tools to successfully align a vertical approach to standards-based and student-centered classrooms.

Teacher

2004–2007

St. John's High School, Shrewsbury, MA

- Engaged students in Algebra 1, Geometry, Pre-Calculus and Advanced Algebra courses in a college preparatory program.
- Co-led St. John's "Middle School Math Invitational", in which 225 participants took part twice per year.

Teacher

2002–2004

University Park Campus School, Worcester, MA

- Developed engaging mathematics curricula for approximately 90 9th and 10th grade students.
- Coordinated a vertical approach to mathematics education, implementing best practice strategies within middle and high school classrooms.
- Presented at numerous conferences on topics including technology and engaging students in the math classroom through best practice strategies.

Visiting Scholar

2001–2002

Massachusetts Academy of Mathematics and Science, Worcester Polytechnic Institute, Worcester, MA

- Worked with master teacher to design and implement engaging precalculus-based math modeling program.
- Incorporated math literacy skills as a means of differentiation; students were engaged in writing essays that explained their logic and thinking strategies, while looking for a variety of methods to problem solve the problem.

Teacher

1986-2002

Quabbin Regional High School, Barre, MA

- Taught all math courses offered, implementing literacy skills within each in grades 7-12.
- Coached soccer team as assistant from 1987-1999, and varsity soccer coach 1999-2001 (team became a state finalist 1992, and was a district playoff participant in all but two years).
- Awarded Quabbin Teacher of the Year in 2002.

Presentations

NCTM Regional Conference: Boston, MA

October 2009

Building Confidence: Successful Math Programs in Urban Schools

Presented to 70 participants on the style of math teaching that exists at UPCS in helping students build successful college and career ready skills.

Early College High School Institutes: GA, MA, NC, TX

2004 – 2010

Presented a variety of workshops, to math teachers, coaches, leaders, alternative educators, and district and state personnel. Incorporated the strategies of classroom management within each workshop, so all participants could envision a positive classroom. Topics included, core values, using data, coaching strategies, group-work strategies among others.

AMES and NUAMES Charter Schools: Salt Lake City, Utah

June 2004

Worked with eight math teachers over two days, helping to create engaging lessons to support the Early College High Schools, building confidence in students, and increasing literacy skills through math lessons.

EDUCATION

University of Massachusetts, M.Ed.

May 1986

University of Massachusetts Amherst

B.S., Mathematics

May 1985

Assumption College

Michael Eressy

86 Moore Avenue
Worcester, MA, 01602
774-239-1675
meressy@gmail.com

SUMMARY

Five years teaching experience. Certified to teach 5-12th grade Social Studies, 5-12th grade English as a Second Language, 5-12th grade English Language Arts, and Advanced Placement United States Government. Expertise in curriculum development, mentoring, educational technology, working collaboratively with interdisciplinary teams, community outreach, building strong rapport with students, public speaking, and advising.

PROFESSIONAL HIGHLIGHTS

- Selected to develop resources for World History teachers of level one and two English Language Learners in Worcester Public Schools.
- Led a session at a citywide professional development for World History teachers on Socratic seminars
- Awarded scholarship to attend A.P. U.S. Government training in San Diego, CA
- Appointed advisor to student council and freshman class at Claremont Academy
- Awarded Sullivan Middle School teacher of the month in March of 2012

EXPERIENCE

Clark University; Worcester, MA

2012-Present

Mentor Teacher, 2014-present

- Mentor teacher to a Masters in Teaching candidate.

History Curriculum Team Member, 2012-2013

- Collaborated with other teachers to develop and implement best practice teaching strategies in classrooms throughout the city of Worcester.

Worcester Public Schools; Worcester, MA

2010-Present

ESL and World History Curricular Resource Developer, 2014-Present

- Collaborating with a four person panel to develop curricular resources for World History II teachers of level one and two English Language Learners.

Social Studies and ESL Teacher, 2012-Present

- Full teaching responsibilities for four sections of ninth grade World History II and one section of twelfth grade Advanced Placement United States Government at Claremont Academy.

Substitute Teacher, 2010-2012

- Full substitute teaching responsibilities at Claremont Academy, Sullivan Middle School, and Chandler Elementary School.

Student Teacher, 2011-2012

- Full teaching responsibilities for three eighth grade World History classes at Sullivan Middle School.

Sullivan Middle School Head Basketball Coach, 2011-2012

- Served as head basketball coach of the Sullivan Middle School basketball team.

EDUCATION

Worcester State University, Worcester, MA — *Master of Arts in History*, expected 2015

Clark University, Worcester, MA — *Master of Arts in Teaching*, 2012

University of Massachusetts Amherst, Amherst, MA — *Bachelor of Arts in History*, 2011

PROFESSIONAL DEVELOPMENT

A More Perfect Union, Library of Congress at the Collaborative for Educational Services, Easthampton High School, Easthampton, MA, July 2014

Keys to Close Reading, Keys to Literacy, North High School, Worcester, MA, June 2014

History Institutes: Contemporary Events and Historical Perspectives, Library of Congress in partnership with the Collaborative for Educational Services and the University of Massachusetts Amherst, The Collaborative for Educational Services, Northampton, MA, December 2012 -May 2014

Grade Nine History and Social Science Professional Development, Worcester Public Schools, Worcester Technical High School, Worcester, MA, December 2013

AP by the Sea: AP U.S. Government Training, The College Board, University of San Diego, San Diego, CA, July 2013-August 2013

Grade Nine Legacy Class Professional Development, Worcester Public Schools, Worcester State University, Worcester, MA, June 2013

Pre-AP and AP: Advanced Topics for AP Vertical Teams in Social Studies-Developing Reading Habits, The College Board, Clark University, Worcester, MA, January 2013

Maria V. Willkens, M.ED
10 Muddy Pond Rd.
Sterling, MA 01564
508-944-9155

Academic Background

- Obtained Masters of Education Degree cum laude from University of Pittsburgh, Pittsburgh, PA in the year of 1996.
- Obtained Bachelor of Music Degree cum laude from Anna Maria College, Paxton, MA in the year of 1990.

Professional Excellence Summary

- 20 years' experience in an elementary and secondary teaching in an urban setting
- Facilitated, produced, and participated in various Professional Development Offerings for local, regional, and state employers
- Written, awarded, and supervised local, state, and national grants
- Music Department Liaison for the Office of Staff Curriculum and Development, WPS
- Large sum fund raising
- Mentor for New Teachers
- School Leadership Committee for turnaround school
- Advocate for Gifted and Talented, Special Education, and The Performing and Visual Arts

Professional Background

- 1995- Music Teacher for the Worcester Public Schools, Worcester, MA with the following responsibilities
- Effectively planned and conducted Music Lessons for General Music classes, Music Magnet classes, Concert Band classes, Life Skill classes, Piano classes, Handbell Choir classes, Choral Classes
 - Provided routine structure and support for students
 - Actively participated in school leadership positions and school climate committees
 - Facilitated staff meetings
 - Grant Writing, Management, and support
 - Offered a variety of Professional Development: Humanity classes, Non Violent Crisis Intervention, Small Schools, Music, and Classroom Management

Maria V. Willkens, M.ED

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- 2009-2010: Acted as Music Department Liaison for the Office of Staff Curriculum and Development for Worcester Public Schools, Worcester, MA with the following responsibilities
- Supervised and provide necessary support for Music Department Staff and schools
 - Hired and evaluated Music Department Staff
 - Grant Management and support
 - Planned and implemented special school events for school and community ventures
 - Arranged, Supervised, and Conducted Professional Development offerings
 - Collected and presented data supporting Arts Education for local and state departments

Additional Experience

Referral Management Specialist, Fallon Community Health Plan, Worcester, Ma (1990 – 1993)

Private Instrumental Music Teacher (1989 – present)

Committee member for WEDF (2008 – 2010)

Elementary Education Student Teaching (1993 – 1995)

Co-Chair Autumn Masquerade Ball to benefit CMMC, UMMC (1995 – 1998)

Professional Development

Differentiating Instruction, Orff Schulwerk, African Drumming, Partnerships in the Arts, Music in Motion, Small Schools, Teaching English Language Learners, Classroom Management, Skillful Teacher, Diversity in Education

Special Awards/Acknowledgements

Cum Laude graduate for M.ED and BM, Master's Thesis accepted with High Honors, One of two students to receive honors for M.ED practicum Work, nominated for Sallie Mae First Year Teacher Award, Outstanding Music Teacher for Worcester Public Schools, selected conductor for WEDF Concert Band

Computer Skills

Microsoft Works, Word Perfect, Publisher, Excel, Power Point, Finale, Overture Encore

Affiliations

NEA, MTA, EAW, NMEA, MMEA, ASCD

X. BIBLIOGRAPHY AND RESOURCES

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