

ACTION ITEM 1

1. School Department to create clear and transparent process to provide the necessary, student-sensitive data needed to do a thorough review of the suspension rates in our Worcester Public Schools. This should include the last 7 years of data.

ANSWER

Full discipline data for 2018-2019 has not yet been released by DESE. Although Mr. Robert Curtin from DESE did present an abbreviated version of Worcester's discipline data as part of his data presentation at School Committee on October 17th, full data has yet to be released. Specifically, state-wide data and data for other urban districts has not been released. Additionally, full discipline data is only available for seven years. When full 2018-2019 is made available by DESE, the Administration will provide a full report on the past seven years to the School Committee.

(File item gb #9-160.)

Request that the Superintendent produce the last 10 number of years of suspension and discipline data for review by the public and School Committee and a full review of data collection, storage and dissemination procedures to develop best practices for transparency

ACTION ITEM 2

2. Worcester State University to re-engage with our school department regarding the 2014 report, "Suspension in Worcester: A Continuing Conversation.

ANSWER

The Memorandum of Agreement between Worcester State University and the Worcester Public Schools is still being reviewed by legal counsel from both groups.

(File item gb #9-163)

Request that the Superintendent re-engage with Worcester State University in order to refresh and update the 2014 report, "Suspensions in Worcester: A Continuing Conversation."

ACTION ITEM 3

3. Incorporate comprehensive training practices focused on understanding cultural differences, unconscious bias, understanding racial disparities, and trauma informed care for all staff. Included in this training is MGL c222. For all staff including School Committee.

ANSWER

The following trainings and practices commenced in August 2019 through June 2020. These trainings will address welcoming schools, transitioning students in grades 7 and 9, discipline interventions, building strong leaders, the Barr Grant, turnaround professional practice training, culturally responsive instruction and curriculum, understanding resiliency and DESE Access and Equity Training.

1. Welcoming Schools: One focus for 2019-20 is improving how welcome our schools are for students, staff and parents. Each WPS will convene a welcoming committee that includes students, parents, school staff to meet monthly. The committee will discuss and implement welcoming schools initiatives. The focus of the Student Superintendent's Advisory Council will be to develop a student handbook that welcomes students to each high school.
2. In June, 19 WPS educators participated in a professional development program that focused on learning about families and the community in the Woodland/Claremont area by going out and exploring the community and visiting families in their homes. This Community Immersion PD was designed for engagement beyond our school walls. The Administration plans to replicate and expand this experience in the current school year.
3. Dr. Stuart Ablon, author of The Discipline Fix and Changeable: How Collaborative Problem Solving Changes Lives at Home, at School and at Work, provided a full day training to all WPS district leaders, focused instructional coaches, and curriculum liaisons. Dr. Ablon has researched why discipline challenges occur. "Challenging behavior is linked with deficits in the following areas of neuro-cognitive skills: Language and communication skills (e.g., Willcutt 2008), attention and working memory skills (e.g., Cohen 2003), emotion and self-regulation skills (e.g., Stieben et al., 2007), cognitive flexibility skills (e.g., Van Goozen et al., 2004) and social thinking skills (e.g., Dodge et al., 2003)

Discipline Goals of Intervention are as follows:

1. Pursue high priority expectations
2. Reduce challenging behavior
3. Solve chronic problems durably
4. Build skills, confidence (ie, intrinsic motivation)
5. Create (or restore) a helping relationship

Dr. Ablon will be providing additional training on the collaborative problem solving approach for district leadership and school leadership and staff. An introductory overview was provided on October 23, 2019. Future targeted on-site training will include; grade 9 team representatives (Assistant Principal, one teacher per team, school guidance counselor, school adjustment counselor, and behavior specialists) This is a multi-year initiative. The 2019- 20 school year will focus on Tier 1 training and 6 months of coaching. All participants will receive the text, The Discipline Fix.

4. Michael Fullen, world renowned researcher on systemic school change, author of Nuanced Leader, provided a full day workshop to school and district leadership on embracing change, collaboration on common problems of practice, and building a strong culture within the district. All participants received the text for summer reading, Nuance: Why Some Leaders Succeed and Others Fail.
5. Dr. Heather Forkey, Director of UMASS Trauma Team, is training principals and School adjustment counselors who will train all staff at their schools. The five areas of training are ACES (Adverse Childhood Experiences), anxiety, mindset, transitions, and problems of practice. All WPS staff will continue to receive training every other month. School adjustment counselors will facilitate school based trainings and work with school administration to coach implementation of strategies during the school day.
6. Barr Grant - The WPS has applied for a continuation of the current Barr Grant. Area of focus is Grade 9 in all high schools. Principal and VP of Claremont Academy, Principals of North and South High and Sullivan Middle School traveled with district team to Mission Vista Tech High in San Diego, CA. If successful in receiving the grant, WPS will work with the Rennie Center and Next Generation Learning. By Spring 2020, a Portrait of a Graduate will be completed.
7. WPS received a grant to train all high school assistant principals and one AP from each middle school on Culturally Responsive Instruction. It was a 3 day training and was completed on October 11, 2019. The training was conducted by Assabet Collaborative. The target audience was Assistant Principals from middle and high schools. Main themes were:
 - Self-exploration on blind spots and biases
 - Deepen viewpoints & experiences related to identity, diversity, achievement, & learning;
 - Increase understanding of the history of educational inequity in the U.S,
 - Develop a lens for detecting and disrupting bias in school climate, practices and policies through the principles, elements and tools of the cultural proficiency continuum;
 - Develop skills to intervene and advance the thinking/learning of others through practice;
 - Develop an Action Plan for next steps in your life and work
8. Dr. Gisiele Martin-Kniep, CEO of Learner-Centered Initiatives, began her work with the district on October 10, 2019. Dr. Martin-Kniep's work is targeted with middle and high school staff and district leaders on culturally responsive curriculum. She has extensive experience in this area and has trained the New York City schools previously on culturally responsive curriculum.

9. For the second year, WPS staff will participate in a virtual book study of the text Culturally Responsive Teaching and the Brain by Zaretta Hammond. Last year, 40 participants completed this interactive book study experience. Dr. Hammond considered the foremost expert on Culturally Responsive Teaching (CRT) and her book provides concrete strategies for teachers across grade levels and subjects to make their classrooms as culturally responsive as possible.
10. WSU Diversity Grant: This program is in progress with WSU. This program provides instruction/training to WPS IAs. Currently, 18 IAs are participating in the education tract and 13 are on track to graduate with a post BAC in June 2020. 18 additional IAs students are enrolled in the undergraduate program and are taking their first college class this Fall.
11. Monday, October 28, 2019, 5:00 to 7:00 pm. Linda Nathan, founder and headmaster of the Boston Arts Academy, Boston's first and only public high school for the visual and performing arts, educational author and researcher, will share her research and facilitate conversation about ways to address roadblocks to our students' post-secondary success. A book signing will follow of her latest publication, "When Grit Isn't Enough: A High School Principal Examines Poverty and Inequality and the College for All Promise". The Worcester Public Schools is co-sponsoring this event with the Latino Education Institute at Worcester State University.
12. Thursday, October 24, 2019, DESE 2nd Annual Leading with Access and Equity Convening Forum: District Leadership team participated in various workshops that will focused on systems and strategies to meet students' holistic needs and ensure that every child has equitable access to a world-class education. The event represents a collaboration across multiple offices and initiatives at DESE and will focus on topics including, but not limited to: creating a pipeline of diverse educators, developing multi- tiered systems of support, equitable access to high quality curriculum, bilingual education, ensuring racial and cultural equity, effectively engaging families, student mobility, approaches to addressing students' mental health needs, integrating social emotional and academic learning, and more.
Participants: DESE expects to have approximately 600 participants from across the Commonwealth representing state, district, and school leaders, classroom educators, student support staff, community and family partners, and others.
13. Universal Design for Learning (UDL): Katie Novak presented to all coaches, liaisons, and several managers on UDL and how to incorporate into our classrooms. North High and a team of District Administrators are part of the DESE Inclusive Practice Academy incorporating UDL.
14. "Leadership for Equity and Access", a full day workshop with Irvin Leon Scott, Senior Lecturer on Education, Harvard Graduate School of Education, will be held Thursday, August 20, 2020 for district principals and management. The related summer book study is being determined . (<https://www.gse.harvard.edu/faculty/irvin-scott>)

15. World Language Ambassadors: The World Language Department, in collaboration with the Deputy Superintendent's Office, is providing opportunities for high school World Language students to participate in an after-school club that will develop lesson plans to teach Spanish, French and possibly other languages to elementary schools through after-school programs. It is planned that these high school students, who become our WPS World Language Ambassadors, will also play an integral role in our Welcoming Schools Committees that are being instituted in every WPS school.
16. October 15, 2019 - Michael Giangreco, Ph.D.,: Rethinking Service Delivery and Personnel Utilization to Support Students with Disabilities in General Education Classrooms. District participants included principals, school based teams, general education and special education staff
17. October 11, 2019 Special Education Clinicians and Behavioral Consultants participated in a comprehensive training on Trauma-Focused Cognitive Behavior Therapy (TF-CBT). This approach is an evidence-based treatment for children and adolescents impacted by trauma and their parents or caregivers . Research shows that TF-CBT successfully resolves a broad array of emotional and behavioral difficulties associated with single, multiple and complex trauma experiences . This is the official TF- CBT National Therapist Certification Program, in which clinicians can become certified in the TF-CBT treatment model.

In this workshop, participants learned an evidence based treatment modality for children and adolescents as well as strategies to improve functioning.

18. SY' 2019 -20 Professional Practices Symposium for Behavioral Analysts: Developing Effective ABA Programs in Public School Systems to promote targeted interventions to address learning objectives and social skills needs of students with disabilities
19. Preschool Teachers and Preschool Classroom Instructional Assistants were trained on the Teaching Strategies GOLD (TSG) Observational Assessment the first week of school. TSG is an authentic, ongoing observational system for assessing children from birth through grade 3. It is based on 38 objectives for development and learning that include predictors of school success and are based on school readiness standards that align with the Massachusetts Curriculum Frameworks. See the Massachusetts birth.

This assessment offered teachers a variety of online tools to gather and organize meaningful data, including online portfolios where children's work could be stored. The system also generated comprehensive reports that could be customized and shared with families.

(File items gb #9-164 and gb #9-165.1.)

gb #9-164 Request that the Superintendent inform the School Committee on her plan and timeline for professional development and training on cultural differences, unconscious bias and diversity.

gb #9-165.1 Response of the Administration to the request to provide a report on the plans for introducing trauma informed care into the WPS as well as the budget requirements for FY20.

The response regarding training for staff and School Committee as to MGL c222 is contained in Action Step 4.

ACTION ITEM 4

4. Review of the state's school discipline statute, MGL c222, to ensure the city is in complete compliance with the law and make any necessary changes to our policies and procedures.

ANSWER

All district processes and policies have been reviewed for compliance with MGL Chapter 222 by legal counsel and found to be fully in compliance. Legal counsel provided professional development and updates to all principals prior to the start of the 2019-20 school year .

(File item gb #9-162.1)

Request that the Superintendent report on district processes and compliance with MGL c222 and make any necessary proposals for changes in policy and procedure.

ACTION ITEM 5

5. Continue to maintain an English Language Learner Parent Advisory Council that includes Community Based Organizations and Community Partners in compliance with law, which will work with both the Director of English Language Learners and the Chief Diversify Officer.

ANSWER

Worcester Public Schools (WPS) continues to maintain and further develop the English Language Learner Parent Advisory Council (ELPAC) to promote and support the success of our English language learners. The Massachusetts Department of Elementary and Secondary Education (DESE) published guidance on the council formation in August 2018. (See: <http://www.doe.mass.edu/ell/guidance/>)

In the 2018-2019 school year, our focus was on introducing the group and purpose to our families, engaging families' interest, and soliciting parent leaders. Topics were generated by the interest of the parents that participated in the previous meeting. Interpreters of the following languages were always represented at each meeting: Albanian, Arabic, Nepali, Portuguese, Spanish, Swahili, Twi, and Vietnamese.

As we move forward, we will work with the parent leaders to support their planning and implementation of the meetings and the development of the by-laws. In 2019-2020, community partners have been invited to join and support this work. At the September 2019 WPS-Community Partner meeting, the plan and work ahead for the ELPAC was discussed, partners were invited to be involved, and the discussion was noted in the meeting minutes. Please note that the District and community partners met monthly last year and are finalizing their coordination meeting schedule for the current year. WPS Chief Diversity Officer, Ivonne Perez, will also be involved in the ELPAC work going forward.

ACTION ITEM 6

6. Review the practice of out of school suspension for students in K-2 grade and work with community partners and internal staff to create an in-school program to provide counselling and assessment services for these students, contingent on proper funding and in-kind services.

ANSWER

The Administration is currently working on a response to this Action Step to meet the deadline of January 2020.

ACTION ITEM 7

7. Create an Affirmative Action Advisory Committee that would work with the Human Resource Department and the Chief Diversity Officer. Provide a semiannual report to the School Committee, with the Human Resources Department and the Chief Diversity Officer, as to progress.

ANSWER

The Administration is currently working on a response to this Action Step to meet the deadline of January 2020.

ACTION ITEM 8

8. Create a Superintendents Latino Advisory Committee

ANSWER

The Administration is currently working on a response to this Action Step to meet the deadline of January 2020.

ACTION ITEM 9

9. Quarterly/biannual reports on the progress of the Strategic Plan

ANSWER

The Superintendent will provide a Report of the Superintendent on Thursday, November 21, 2019.

ACTION ITEM 10

10. Review and maintain the existing suspension hearing and appeal practices so that the same WPS person is not allowed to do both hearings and appeals. Timeline: Implement immediately

ANSWER

The same person doesn't do the hearing and appeals. The principal does the initial hearing and either the Superintendent or the Director of School Safety does the appeals.

ACTION ITEM 11

11. Hiring a Chief Diversity Officer who shall report to the Superintendent and who shall work collaboratively with the Department of Human Resources of the Worcester Public Schools

ANSWER

The Administration has hired Ms. Ivonne Perez as the Chief Diversity Officer. She is currently the Principal of Chandler Elementary School. She will report to the Superintendent and will work collaboratively with the Human Resources Office.

(File item gb #9-161)

Request that the Superintendent provide estimated budgeting needed for a Chief Diversity/Equal Opportunity Officer and her organizational plan for implementation.

ACTION ITEM 12

12. Review and assist a comprehensive plan with college presidents to do focused recruitment and retention plans to hire diverse teachers and support staff.

ANSWER

Worcester Teacher Pipeline Committee

The Administration continues to play an active role in the Worcester Teacher Pipeline Committee. This committee includes representatives from higher education institutions, DESE, community groups, business leaders and municipal officials and continues to meet regularly throughout the year. President Barry Maloney of Worcester State University has graciously agreed to host and facilitate the meetings throughout the year. At this point, subcommittees have been formed around the following five areas:

- Recruitment
- Funding & Scholarships
- Mentoring & Retention
- MTEL Preparation & Advising
- Summer Internships & Employment

The Committee met as a whole on August 28th and September 26th and is scheduled to meet again on November 7th, December 5th, January 9th and February 13th. Each subcommittee will conduct additional meetings throughout the year. The Worcester Teacher Pipeline Committee will present its findings in the early spring.

ACTION ITEM 13

13. Provide a semi-annual report on the work of the English Language Learner Department and programs to the School Committee on compliance with best practices and Federal DOE guidelines.

ANSWER

SEMI ANNUAL REPORT OF THE OFFICE OF ENGLISH LEARNERS PROGRAMS, 10/10/19

The following report provides an update on the work of the English Language Learner Department and related programs in reference to compliance and best practices as guided by the state Department of Elementary and Secondary Education (DESE) and our current settlement agreement with the U.S. Department of Justice (2016).

I. COMPLIANCE

Below are compliance updates on four items aligned to recent DESE guidance: the Home Language Survey, Opt-out procedures, SLIFE students and Benchmark Monitoring.

A. *Home Language Survey (HLS)*

Attached is the new Home Language Survey we adopted from DESE. The changes were in response to feedback the state received from districts around the concern of over testing students for language proficiency.

B. *Opt-Out Procedures*

The following are our new WPS Opt-out procedures:

1. If a parent of an English learner (EL) decides to “opt out” of a language program at the time of enrollment, the school/PIC will place the student in an English language mainstream classroom with an SEI-endorsed teacher and maintain the parent’s/guardians opt out notice in the student’s file.
2. If a parent of an EL decides to “opt out” while their child is receiving ESL instruction, a meeting will be convened with the ESL teacher, principal and parent/guardian and with an interpreter to ensure parents/guardians understand their educational rights for ESL instruction and the supports available in mainstream education. If the parent/guardian chooses, an “opt out form” will be provided in their preferred language of communication. Forms will be filed in a student's cumulative record.
3. Per new DESE guidelines, starting in the academic year 2019-2020, and every year thereafter, the WPS will provide parents/guardian of an "opt-out" child an opportunity to reconsider ESL instruction annually. A letter will be sent home in the preferred language of communication instructing parents /guardians of the options available. The parent/guardian is asked to return the form or call the school with their decision to either return their child to ESL instruction or keep them in an “opt-out” status. Once the forms are return, documents will be filed in student’s cumulative file and SAGE is updated.

C. *SLIFE students: (Students with limited or interrupted formal education)*

Last year we started a SLIFE Taskforce composed of teachers, coaches, counselors and administrators to review our SLIFE registration and placement protocols. We also hired a district SLIFE coach to work with teachers, students and families to ensure proper identification, placement and monitoring. By the end of 2019-2020 our goal is to have a SLIFE identification assessment composed of a Literacy and Math assessment in the student's native language. This will be in addition to a WPS Protocols and Procedures that will be our guiding document when working with SLIFE students. We are also adding this year a community member to be part of the SLIFE Taskforce.

D. *Benchmark Monitoring:*

The annual ACCESS test has a target that is set for individuals to reach English proficiency in a six year period. Under the LOOK Act, we are required to monitor the progress of each EL not meeting their ACCESS benchmark. We are calling the monitoring team **LIST** (Language Intervention Support Team). A draft tool has been developed for this year and will be refined based on feedback. The ESL Coaching Team will support principals and their school based teams to respond to the Benchmark Data section of the LOOK Act by implementing the draft Benchmark Monitoring Tool/Student Success Plan and:

- Identify the areas in which identified ELs need improvement and establish personalized goals for attaining English proficiency
- Assess and track the progress of ELs who did not meet benchmarks in the identified areas in need of improvement
- Develop resources to support intervention strategies and progress monitoring
- Incorporate an improved pre-referral protocol that will include culturally and linguistically appropriate processes, observations and assessments with input from the parents or legal guardian of the identified EL
- Offer district-wide PD to support RTI for ELs

II. BEST PRACTICES:

A. *Identification and support of ELs with identified special needs:*

We continue to work with staff on clarifying the difference between English learning needs and specific learning disabilities as categorized in special education.

- Annually, Evaluation Team Chair persons (ETCs), receive updated training from the EL Department on the English Learners identification process, the levels of language acquisition, ESL service delivery, opt-out procedures, and parent program options.
- Each year, every school identifies staff who are trained annually and responsible for reporting out at meetings about the needs of individual EL students. The ESL, special education teacher, and 504 coordinators are typically involved. The purpose is to have a shared understanding about the difference between language acquisition and a learning disability as well as knowledge of current best practices regarding interventions for ELs. PD *Supporting ELs with Disabilities* was offered in the district in October/November 2018. Slides from "Effective Instruction/Assessment for ESLWD PD" are attached. Training is scheduled to happen in October and November this year.
- The EL coaches provide support to teachers in regards to scheduling and services for ELSWD. The coaches observe classrooms and model best practices in both general education and special education classrooms.

- WPS has updated the protocols for evaluation and assessment of English Learners. See the attachment.
- WPS has updated the training process and protocols to be used when an interpreter is used during an evaluation. See the attachment.
- A Professional Learning Community (PLC) with Special Education and ESL teachers meets after school, throughout the year, to discuss how to better serve ELs with identified special needs. We will continue these discussions and representation from Child Study will be added to the PLC Team for the 2019-2020 school year. Topics discussed in the PLC have included:
 - Building and sustaining a foundation for learning for all WPS diverse learners
 - Cultivating culturally and linguistically responsive learning environments
 - Intervention and Progress Monitoring
 - Types of interventions/RTI utilized for ELs
 - Multi-Tiered Systems of Support
 - Improvements to the EL Current Performance Template
 - Measuring and Sustaining Student Support Programs
 - Development of a draft Student Success Plan to plan for and monitor struggling ELs.

B. *Staffing Support has continued to increase over the past 3 years:*

- 2019-2020 addition of 12 full time ESL teachers and 6 part-time teachers
- 2019-2020 2 additional ELL coaches have been hired to focus on our secondary schools
- 2019-2020 2 bilingual interventionist added to work with our Dual Language programs
- 2019-2020 Assistant Director has been hired to support compliance implementation, curriculum development and programmatic expansion
- WPS offers an ESL MTEL prep course twice a year to encourage teachers to be dually certified and to support our ESL teachers on waivers

C. *Bilingual Programs:*

- An evaluation of our bilingual programs was conducted in spring 2019 with support from a state grant and the assistance of Patrick Proctor, a Professor from Boston College, whose work and research is based on bilingualism and bilingual program. (<https://www.bc.edu/bc-web/schools/lynch-school/faculty-research/faculty-directory/c--patrick-proctor.html>) Resources, curriculum and instruction for our bilingual programs were examined. The final report is attached.
- This year we were able to expand our Dual Language (DL) program to the 8th grade at Burncoat Middle School and opened a new Kindergarten class at Woodland Academy. We are applying to the state to offer a High School Dual Language program beginning in 2020-2021.
- This year we are piloting three resources that support biliteracy (e.g., American Reading Company, Benchmark Education Company, and Houghton Mifflin). This pilot is coupled with time spent in curriculum development that mirrors biliteracy standards as well as benchmarks for Spanish language development.
- We have applied for a DESE grant to provide our teachers in the bilingual programs an opportunity to earn their Bilingual Endorsement Certification through an online program from Boston College.

D. Co-teaching:

In co-teaching, the ESL teacher and homeroom/content teacher plan and deliver content and language lessons together. Both teachers receive professional development on co-teaching. We have trained 144 teachers in this model. This year we have 23 teaching pairs implementing the co-teaching model. We began with initial training in June 2018 with Honigsfeld and Dove. (See <http://coteachingforells.weebly.com/>)

E. Parent/Guardian Outreach and Engagement:

Last year our family outreach served 75 adults in 4 churches. Leveraging the success with reaching Latino families through workshops in local faith based communities, we developed a summer opportunity. WPS offered an intensive 1-week early literacy summer program for Latino families with preschool children. Two churches hosted this workshop series. 36 adults attended. Each family received two bilingual books each session. The books were used in the workshop to teach tips on developing early reading habits. Blanca Figueredo, a bilingual educator from Chandler Magnet School, was the main facilitator. Her background is early literacy development. Please see the attached flyer.

F. Graduation Improvement efforts and College and Career Readiness:

- *Summer Program 2019*

For the first time we offered a Math SAT program in Spanish for Latinos students delivered by two retired engineering professors from Cuba. We also partnered with the EcoTarium and offered another summer opportunity for high school ELs to receive instruction on academic language and then get an opportunity to volunteer at the EcoTarium. The focus of this partnership was Science and Teaching.

We provided financial support for summer programming to: the Latino Educational Institute for the middle school "My Voice, My Community" program; Cultural Exchange through Soccer for a middle and high school "Leadership Development" program; Southeast Asian Coalition for K-12 ESL classes, "Youth Effect" program; and the African Community Education for " Literacy and Youth Development".

The following initiatives are slated for this academic year to support our English learners toward high school graduation and dive into their college and career pathways.

- *Dropout prevention interventions:*

 - Our coaches will work with high school teams to identify at-risk youths.*

- *Afterschool programming:*

 - Writing support and tutoring*

 - Goals*

 - Improve students' writing skills by reviewing grammar and writing mechanics*
 - Nurture creativity to allow students to express themselves in the form of writing*
 - Reinforce ELA and WIDA standards*

 - Program Description*

 - Students will participate in an after-school writing club for 30 weeks that will use different formats to engage them in a fun way to support the development of writing skills. Topics will include, but are not limited to, creative writing exercises, poetry and publishing their own book. There will be opportunities to meet local authors who are English learners themselves.*

*This program will run two days per week at Burncoat and Doherty High Schools
from 2:00 – 3:30*

Math support and tutoring

Goals

Support the Math curriculum with fun and interactive ways to learn mathematics of students

Close the achievement gap of EL in mathematics

Reinforce topics that would support the requirements of Graduation

Bring Math skills to the “next level”

Develop skills for college and career readiness

Program description

I. For the month of September, October, January, February, March and April:

The main focus will be academic tutoring that would address the specific needs of each student. They will be student-centered remedial activities that could support their success in their math classes. The activities range from individual help, practical activities and small projects. Topics may include, among others, numerical operations, algebra, geometry and probability.

II .For the months of November, December, May and June:

The main focus will be to run a math club with different emphases / themes to reinforce math concepts and open students' interest in exploring math beyond the “classroom walls” in a way that is engaging, interactive and FUN!

2: 00-3: 30 4 days a week for October, January, February, March, April

2: 00-3: 00 5 times a week for November, December, May June

Both South High and North High will have the same programming.

- *College and Career Readiness activities for 2019-2020:*
 - *Multilingual professionals speaker series in ESL classrooms*
 - *Local college admission counselors lunch series with ELs*
 - *College tours for ELs*
 - *Explore more opportunities for Advanced Placement and Early College Experience*
 - *Parent workshops on college and career readiness*

III. PROFESSIONAL DEVELOPMENT:

A .Culturally Responsive Teaching

There are various initiatives the ELL Department launched last year in efforts to expand educators’ competency in culturally responsive teaching.

1. **RealTALK!** In 2018-2019, this was an "after-hour" PLC for school leaders and teachers around topics of diversity, equity, race, workforce landscape and teaching diverse learners. We met for 2 hours in each of the three meetings (10/29/18. 12/10/18 and 2/5/19)

2. **A Book study on “Culturally Responsive Teaching and the Brain” by Zaretta Hammond.** 40 participants completed the online book study via Google Classroom. Participants were responsible for responding to posts from at least 2 other participants on each assignment. As a final product, participants wrote a paper that included: a. something they saw transform as a result of learning and thinking about Culturally Responsive Teaching (CRT) and b. identifying an area where they see they could learn more and grow regarding CRT. Two of the participants who are principals, have planned to do this book study with their staff in 2019-2020. The Digital Learning Department is also running this book study. We will hold another district-wide book study again starting October 25, 2019.
3. **A 3 day module with Assabet Valley Collaborative.** 25 participants trained between August and October 11th. The target audience was Assistant principals from middle and high schools. Main themes were:
 - Self-exploration on blind spots and biases
 - Deepen viewpoints & experiences related to identity, diversity, achievement, & learning;
 - Increase understanding of the history of educational inequity in the U.S,
 - Develop a lens for detecting and disrupting bias in school climate, practices and policies through the principles, elements and tools of the cultural proficiency continuum;
 - Develop skills to intervene and advance the thinking/learning of others through practice;
 - Develop an action plan for next steps in your life and work.
4. **Community Immersion PD.** 19 WPS educators participated in a June professional development that focused on learning about families and the community in the Woodland/Claremont area by going out and exploring the community and visiting families in their homes. This Community Immersion PD was designed for engagement beyond our school walls - scavenger hunt style. Participants walked the streets of a Worcester Public School neighborhood with the goal of seeing the world through the eyes of our students' and families'. As part of the exploration, participants experienced shopping for food, visiting a place of worship, navigating public transportation and visiting within a student's home. There was a debrief before and after the scavenger hunt. We are hoping to be able to duplicate this PD with another school this year.

B. Instructional Practices:

1. Please see attached for 2018-2019 summary of EL related PD.
2. Based on classroom observations and feedback we decided to hone in on *Student Talk* as a major focus for PD for teachers. The various PD will be available for all ESL teachers, Content-Area teachers and administrators. An example of that PD involves the book that all principals and ESL teachers received in August, ***Content-Area Conversations*** by Douglas Fisher, Nancy Frey and Carol Rothenberg. In addition, we will do a book study on ***Academic Conversations: Classroom Talk That Fosters Critical Thinking and Content Understanding***, by Jeff Zwiers and Marie Crawford.

Another exciting PD is based on the book *Scaffolding Language, Scaffolding Learning*, by Pauline Gibbons. This particular PD is run by Lesley University Professor and Linguistic expert, Dr. Laura Schall-Leckrone (<https://lesley.edu/about/faculty-staff-directory/laura-schall-leckrone>) and provides strategies to develop oral language skills as a platform for literacy development for ESL and content teachers. Imbedded in this PD are 4 sessions for coaching opportunities with the participants as well as working with our ESL coaches.

3. In 2019-2020, WPS ESL staff will deliver PD for teachers of students with special needs using the following resources, "*RTI with English Learners*", by Douglas Fisher, Nancy Frey and Carol Rothenberg, and "*Seven Steps to Separating Difference from Disability*", by Catherin Collier.
4. ESL staff gave and reviewed with ESL teachers and principals this past August the document "*The GO TO Strategies: Scaffolding Options for Teachers of English Language Learners, K-12*", by Linda New Levine, Laura Lukens, and Betty Ansin Smallwood. Department staff will lead a more paused and in depth PD on this resource for teachers and administrators during the school year.
5. Other Titles of PD lined up for 2019-2020 include:
 - Academic Conversation-book study
 - Supporting ELs with Disabilities
 - Co-teaching Part II
 - Gradual Release for all learners
 - Pathway to dual/ESL licensure
 - Exploring the ESL MTEL exam
 - Educational and Assessment Considerations for ELs (Intersection) PLC
 - Google hacks to manage and organize your professional work
 - How to support/coach ESL and SEI teachers
 - Inside Textbook Review- Diving deeper
 - EL strategies to use in Science with Lesson Study (ESL/content WIDA)
 - New ESL Teacher Support (Elementary)
 - Creating a Community Immersion PD Scavenger Hunt Style at Your School
 - Revisiting Language Objectives
 - SMART card for Administrators
 - Supporting English learners for fluid and fluent writing (focus on SRSD)
 - Understanding the data around ELs and how to navigate the data to inform change
 - Using technology to develop oracy and literacy i English Learners
 - Effective strategies when working with newcomers students
 - GO TO SEI Strategies-Hands on PD that brings SEI strategies to live
 - Supporting ELs in Sub-Separate Settings
 - Intersection Training between ESL and Sped-Part II
6. Monday, October 28, 2019, 5:00 to 7:00 pm. Linda Nathan, founder and headmaster of the Boston Arts Academy, Boston's first and only public high school for the visual and performing arts, educational author and researcher, will share her research and facilitate conversation about ways to address roadblocks to our students' post-secondary success. A book signing will follow of her latest publication, "When Grit Isn't Enough: A High School Principal Examines Poverty and Inequality and the College for All Promise". The Worcester Public Schools is co-sponsoring this event with the Latino Education Institute at Worcester State University.

7. During the 2019-2020 school year, schools in the secondary network will be working with consultant Giselle Martin on culturally responsive pedagogy. Dr. Gisiele Martin-Kniep, CEO of Learner-Centered Initiatives, began her work with the district on October 10, 2019. Dr. Martin-Kniep work is targeted with middle and high school staff and district leaders on culturally responsive curriculum. She has extensive experience in this area and has trained the New York City schools previously on culturally responsive curriculum.
8. "Leadership for Equity and Access", a full day workshop with Irvin Leon Scott, Senior Lecturer on Education, Harvard Graduate School of Education, will be held Thursday, August 20, 2020 for district principals and management. The related summer book study is being determined. (<https://www.gse.harvard.edu/faculty/irvin-scott>)

ACTION ITEM 14

14. Work with the School Committee to consider and implement recommendations of the Mayors Commission where appropriate. Work with the Commission to benchmark projects.

ANSWER

The report was released on Monday, October 28, 2019 and feedback was gathered in a meeting on the same day. The final report will be issued at a later date.