The School Committee will virtually hold a special meeting:

on: Thursday, August 20, 2020
at: 5:15 p.m. – Regular Session
in: Room 410, Durkin Administration Building

<table>
<thead>
<tr>
<th>ORDER OF BUSINESS</th>
<th>ACTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. CALL TO ORDER – REGULAR MEETING</td>
<td></td>
</tr>
<tr>
<td>INVOCATION</td>
<td></td>
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<tr>
<td>PLEDGE OF ALLEGIANCE/NATIONAL ANTHEM</td>
<td></td>
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<tr>
<td>II. ROLL CALL</td>
<td></td>
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<tr>
<td>III. APPROVAL OF RECORDS - NONE</td>
<td></td>
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<tr>
<td>IV. MOTION FOR RECONSIDERATION - NONE</td>
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<tr>
<td>V. IMMEDIATE ACTION - NONE</td>
<td></td>
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<tr>
<td>VI. REPORT OF THE SUPERINTENDENT - NONE</td>
<td></td>
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<tr>
<td>VIII. REPORT OF THE STANDING COMMITTEES - NONE</td>
<td></td>
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<tr>
<td>VII. COMMUNICATION AND PETITION - NONE</td>
<td></td>
</tr>
<tr>
<td>IX. PERSONNEL - NONE</td>
<td></td>
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<tr>
<td>X. GENERAL BUSINESS</td>
<td></td>
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<tr>
<td>gb #0-248 - Administration</td>
<td>Administration (August 17, 2020)</td>
</tr>
<tr>
<td>To consider approval of a pilot high school ELA virtual curriculum for 2020-21.</td>
<td></td>
</tr>
<tr>
<td>XII. ADJOURNMENT</td>
<td></td>
</tr>
<tr>
<td>Helen A. Friel, Ed.D.</td>
<td>Clerk of the School Committee</td>
</tr>
</tbody>
</table>

"The Worcester Public Schools is an Equal Opportunity/Affirmative Action Employer/Educational Institution and does not discriminate regardless of race, color, gender, age, religion, national origin, marital status, sexual orientation, disability, or homelessness. The Worcester Public Schools provides equal access to employment and the full range of general, occupational and vocational education programs. For more information relating to Equal Opportunity/Affirmative Action contact the Human Resource Manager, 20 Irving Street, Worcester, MA 01609. 508-799-3020."
ITEM:

To consider approval of a pilot high school ELA virtual curriculum for 2020-21.

PRIOR ACTION:

BACKUP:

Annex A (14 pages) contains a copy of the PowerPoint presentation.

RECOMMENDATION OF MAKER:

RECOMMENDATION OF ADMINISTRATION:

Approve on a roll call.
High School ELA Pilot

Worcester Public Schools
Office of Curriculum & Professional Learning

Thank you for joining!

Magdalena Ganias, Ed.D
Manager
Office of Curriculum & Professional Learning
The Office of Curriculum and Professional Learning provides a comprehensive range of supports to principals, coaches, and teachers.

“Supporting All Learners”
Modified Textbook Pilot

English Language Arts

Grades 9-12

Fall 2020

StudySync

by McGraw Hill

StudySync® is an integrated print and digital ELA program that is used in multiple implementation models both online and off.
StudySync Authors

Including:

- Doug Fisher & Nancy Frey
  - Critical & Close Reading
- Catlin Tucker
  - Blended Learning
Best Practice

- Teachers are the most critical factor in effective teaching
- Textbooks, resources, materials, & platforms are simply TOOLS to be used to build a robust literacy experience
Support Considerations

- Compatible with Clever
- Sync with Google Classroom
- Extensive Professional Learning at launch
- Commitment from publisher for ongoing support
  - Monthly drop in hours
  - Monthly PLC Support
Why StudySync?

- Standards-Based
- Not a script, lesson design by teachers
- Exemplifies district initiatives of:
  - critical & close reading
  - writing
  - blended learning options
- Independent reading library
- Choice in text in each unit
- Partial translation supports in a variety of languages
StudySync Features

- Integrated Reading & Writing
- Embedded Skills
- Differentiated Resources with Scaffolds & Extensions— including ELL Skills lessons which emphasize explicit vocabulary instruction, language acquisition, and reading comprehension
- Collaboration & Peer Review options
- Progress Monitoring
- Targeted Assessment
## Consideration of Diverse Authors

### Grade Level Summary - Race/Ethnicity

<table>
<thead>
<tr>
<th>Grade</th>
<th>Known Authors</th>
<th>Authors of Color</th>
<th>Female Authors</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>56</td>
<td>30</td>
<td>29</td>
</tr>
<tr>
<td>7</td>
<td>64</td>
<td>31</td>
<td>33</td>
</tr>
<tr>
<td>8</td>
<td>62</td>
<td>28</td>
<td>31</td>
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<tr>
<td>9</td>
<td>66</td>
<td>30</td>
<td>33</td>
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<tr>
<td>10</td>
<td>67</td>
<td>39</td>
<td>36</td>
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<tr>
<td>11</td>
<td>68</td>
<td>36</td>
<td>35</td>
</tr>
<tr>
<td>12</td>
<td>67</td>
<td>32</td>
<td>33</td>
</tr>
</tbody>
</table>

*Known authors exclude authors in which ethnicity cannot be determined, for example, The Henry Ford Foundation.*
Monitoring Progress

1. Screening and Diagnostic
2. Benchmark Assessment
3. Instruction and Formative Assessment
4. Review
5. End-of-Unit Assessment
6. Test Preparation and Practice

Use Benchmark Assessments to track student progress on standards-aligned skills.

and college entrance exams.
<table>
<thead>
<tr>
<th>STUDYSYNC ASSESSMENTS</th>
<th></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>SCREENING &amp; DIAGNOSTIC</td>
<td>BENCHMARK ASSESSMENT</td>
<td>INSTRUCTION &amp; FORMATIVE ASSESSMENT</td>
<td>REVIEW &amp; RETEACH</td>
<td>END-OF-UNIT ASSESSMENT</td>
</tr>
<tr>
<td>How can teachers differentiate instruction at the beginning of the year when they’re just getting to know their students?</td>
<td>How can teachers check in on their student’s progress toward standards mastery?</td>
<td>How can teachers assess student work quickly to inform daily instruction?</td>
<td>How can teachers help students master skills they struggle with?</td>
<td>How can teachers make sure students learned the skills taught in each Unit?</td>
<td>How do teachers get their students ready for standardized tests?</td>
</tr>
<tr>
<td>The Big Picture</td>
<td>Find out how well a student is prepared to learn grade-level material</td>
<td>Compare student performance against grade-level standards throughout the school year</td>
<td>Adapt teaching strategies to individual learners through frequent and ongoing measurement of strengths, weaknesses, and learning progress</td>
<td>View day-to-day student performance and get instant access to targeted resources for reteaching</td>
<td>Determine whether students understood key instructional content covered in each Unit</td>
</tr>
<tr>
<td>When?</td>
<td>Beginning of the year</td>
<td>Three different assessment forms allow teachers to assess at the beginning, middle, and end of the school year</td>
<td>Daily</td>
<td>Daily or Weekly</td>
<td>At the end of every Unit</td>
</tr>
<tr>
<td>Why?</td>
<td>To assist teachers in planning instruction by evaluating student strengths and diagnosing problems in understanding</td>
<td>To help educators or administrators track students’ academic trajectory toward long-term goals</td>
<td>To guide teachers in instructional planning through frequent opportunities to view student learning</td>
<td>To identify areas of student weakness and assist teachers with remediation resources using data tracking tool</td>
<td>To inform upcoming instruction by measuring current achievement on the standards-aligned curriculum and ability to write in response to prompts across a</td>
</tr>
</tbody>
</table>
Districts Using StudySync

Massachusetts
Including:
- Boston
- Taunton
- Salem
- Foxborough
- Webster
- Northbridge

Rhode Island
Including:
- Providence
- Cranston
- Woonsocket
StudySync’s newest 6-unit iteration has been submitted for evaluation in the Fall of 2019. StudySync® 2021 builds on the strong foundation of the previous version and is expected to receive high marks as well.
Thank you!