

The Worcester Education Partnership (WEP)

**A District-Community Collaboration:
*The Future Every Student Deserves***

Secondary Education for a New Society:

**Overview of the District-Community
Action Plan**

Strategic Action:

“Deep School Change”

- ❖ School Structure, Learning Environment & Organization
- ❖ Academic Curriculum
- ❖ School-based Youth Development
- ❖ Professional Learning Culture & Development
- ❖ Assessment

School Structure, Learning Environment & Organization			
Goal: Develop small, learning communities that unite clear expectations for high academic achievement, a unified curriculum philosophy and personalized peer and adult support (teams, clusters, academies and small schools)			
Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	Practices—New and intensified existing
<ol style="list-style-type: none"> 1. YEARS 1-5¹: Review core mission, shared vision & philosophy; approach to establishing high expectations, sense of purpose, & personalized support 2. YEARS 1-5: Establish looping interdisciplinary teams or multi-grade clusters 3. YEARS 1-5: Small schools planning with guidance from NESSN 4. YEARS 1-5: Small schools form leadership teams 5. YEARS 2-5: Phase in multi-team or multi-cluster academies in sites that are not converting fully to small schools 6. YEARS 2-5: Phase in conversion of large schools to small schools 	<ol style="list-style-type: none"> 1. YEAR 1: Establish district-wide small schools/secondary restructuring coordinator 2. YEAR 1: Establish WPS small schools network, consisting of small schools leaders and community partners; convene and plan meeting schedule to address ways to achieve common goals and to support mutual development 3. YEARS 2+: Develop & implement protocol focused on learning, teaching & personalization practices, & learning environment, for “critical friend” site visits within district small schools network; host student-led presentations of academic work, joint professional development, etc. 4. YEARS 2+: Team and academy leaders from larger schools meet periodically with small school leaders to discuss team approaches to curriculum 	<ol style="list-style-type: none"> 1. YEARS 1-5: WEP Board Steering Committee composed of district & community leaders and Board committee co-chairs assumes accountability for progress towards district-community benchmarks 2. YEARS 1-5: Higher ed, community and/or business partners participate as members of school leadership teams 3. YEARS 1-5: Community representation on school councils in large schools expands to support teams and academies; community partners (higher ed, business & cultural institutions) co-plan community curriculum models with teacher teams 4. YEARS 2+: Partnership Board committees monitor progress in terms of benchmarks in key change areas 	<ol style="list-style-type: none"> 1. YEARS 1-4 Teams and clusters established at grades 7 (in 7-8 middle school settings) or 9 (in 9-12 high school settings) in Year 1 and grow into distinct academies within larger schools in following 3 years 2. YEARS 1-5: The WPS Small Schools Network begins and maintains meeting schedule to support and sustain mutual development 3. YEARS 1-5: First set of small schools are established in Year 2, assume increasing autonomy and accountability in the areas of budget, scheduling, governance & curricular design, & grow to full size within 5 years 4. YEARS 1-5: School team and academy leaders have periodic planning meetings <p>Participation</p> <ol style="list-style-type: none"> 5. YEARS 1+: Small schools leadership teams are established 6. YEARS 1+: WEP Board Steering Committee integrated into district-community partnership decision-making and accountability process <p>Performance</p> <ol style="list-style-type: none"> 7. Yearly increase in positive student, teacher and parent responses in school climate survey data used in New England Association of Schools and Colleges accreditation process 8. YEARS 1-5: Students and parents, as well as school staff share vision, understand philosophy and expectations, and share sense of purpose

¹ YEARS 1-5 indicates that implementation will begin in Year 1 and progress through the five-year implementation period.

Academic Curriculum

Goal: Integrate literacy development, numeracy and academic learning across the curriculum; build academic competence; provide opportunity for inquiry-driven and interdisciplinary, team-based projects; base learning on proficiency & mastery of standards rather than time; combine rigor and relevance—connect curriculum and community life.

Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	
<p>1. YEARS 1-5: Strategies such as “reading workshop” or “writing workshop” are used to personalize literacy development across the curriculum</p> <p>2. YEARS 1-5: Ensure that all courses are challenging & exemplify MA learning standards; expand program leading to advanced placement with support of College Board</p> <p>3. YEARS 1-5: Increase the number of students who enroll in courses leading to advanced placement</p> <p>4. YEARS 1-5 Expand the timeframe that students have for successfully completing academic courses.</p> <p>5. YEAR 2+: Provide increased opportunities for interdisciplinary or themed projects, focused problem-solving, and research activities, & “dual enrollment” in college</p> <p>6. YEAR 2+: Flexible pacing & support for students based on need; progress measured against standards and benchmarks, not time</p>	<p>1. YEAR 1: Prepare, with Hiatt Center support, first team of teachers to pilot, in YEAR 2, “Preparation Academies” focused on literacy development and numeracy designed to students in the lowest quartile who need time to successfully make the 8-9th grade transition (summer, fall, spring schedule)</p> <p>2. YEAR 1: Identify first group of literacy coaches for each school to support the implementation of literacy development strategies across the curriculum</p> <p>3. YEAR 1: District & Hiatt Center literacy specialists help prepare school literacy coaches to promote literacy development across the curriculum</p> <p>4. YEAR 1: Launch AVID mentoring and study skills program in schools</p> <p>5. YEARS 1-5: Develop & review 7-12 curriculum benchmarks</p>	<p>1. YEARS 1-5: Clark University, Holy Cross, Quinsigamond College, Worcester Polytechnic Institute, & Worcester State College expand dual course enrollment opportunities for students</p> <p>2. YEARS 1-5: Higher education partners expand curriculum enhancement through support from undergraduate and graduate students, and arts and sciences and education faculties</p> <p>3. YEARS 1-3: District & Hiatt Center support district Curriculum liaisons in preparing Preparation Academy teams and school-based curriculum coaches</p> <p>4. YEAR 2+: WEP steering committee monitors enrollment and completion patterns in advanced placement courses</p> <p>5. <u>After school, community based homework assistance programs are aligned and connected to the schools</u></p>	<p>Practice</p> <p>1. YEAR 1: Literacy coaches and core academic teachers collaborate to implement literacy development strategies across the curriculum, and to provide extra coaching for students as needed</p> <p>2. YEAR 1+: Students use comprehension strategies for reading texts in different disciplines;</p> <p>2.3. YEAR 1+: Programs such as High Schools That Work continue successful implementation</p> <p>4. YEAR 2+: “Preparation Academies” focused on content-based literacy development and numeracy (grades 6-7 and 8-9) for lowest quartile of students established by YEAR 2</p> <p>5. YEAR 2+: Students frame problems, develop and justify solutions, frame questions and research that link academic work and the community, make individual and team presentations, demonstrate habits of mind and civic participation</p> <p>6. YEAR 4+: All students have an opportunity to participate in a community-focused or community-based learning experiences such as internships (see Community-curriculum template) <u>practice</u></p> <p>Performance</p> <p>7. YEARS 2-5: <u>Student work samples in ELA and numeracy show improvement from Preparation Academy onward</u></p> <p>8. YEAR 2+: Enrollment of students in enriched academic core courses (e.g., HSTW model at North High) & College Board courses, increases by at least ten per cent each year for five years beginning in YEAR 2, with at least five per cent of the increase involving students of color and/or students who qualify for the federal free or reduced lunch program; student completion rate increases proportionately.</p> <p>9. YEAR 3+: 9th grade pass rate increases; MCAS pass rate in ELA & Math increases; Student assessment is based on progress towards achieving learning standards, not time (see assessment template); 4 year college enrollment increases; dropout rate decreases</p>

School-based Youth Development			
Goal: Develop active roles for students in every aspect of school life			
Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	
<ol style="list-style-type: none"> 1. YEARS 1-5: Involve students in team and school governance through various councils, committees, and teams to ensure all students have an opportunity to participate 2. YEARS 1-5: Students participate in academic assessment process (e.g., portfolio presentation) 3. YEAR 1+: Students have increased opportunities to participate in peer leadership and mentoring programs, community problem-solving, community service, community-based internships and recreation 4. YEAR 2+: Students participate in deciding on and implementing co-curricular activities through their Student Success Plan (SSP) (e.g., as project team leaders) 5. YEAR 2+: Community service, problem-solving and research activities are focused on neighborhood & constituency group environmental, economic, or social needs (“SPARCS” community needs assessment and problem-solving model is replicated) 	<ol style="list-style-type: none"> 1. YEAR 1+: Student representatives from each school governance team participate in regular district discussions focused on learning 2. YEAR 1+: District and community youth service providers co-sponsor Youth Council and annual youth summit 	<ol style="list-style-type: none"> 1. YEAR 1+: Community curriculum partners define projects that involve student responsibility for investigating and reporting on different aspects of community environment, history & social life 2. YEAR 1+: Business and community agency partners collaborate with schools on internship opportunities 3. YEAR 1+: After-school & summer academic, work and recreational programs expand with support from higher ed, business, cultural and community partners 	<p>Practice</p> <ol style="list-style-type: none"> 1. YEAR 2+: Students take increasing responsibility for inquiry-based curriculum projects, school-community projects, and peer mentoring for incoming and other new students by grade 12 <ul style="list-style-type: none"> ▪ Students work alongside adults in school and community learning and service projects ▪ Students act as peer academic coaches or mentors ▪ By the 11th and 12th grades, students are active in defining community-related problems for study, collaborating on investigations and related research, and leading project teams focused on research and problem-solving (the experience of the “SPARCS”—“Students Participating Actively to Reinforce Community Spirit” youth involvement model) 2. YEAR 1+: Student representatives; student-led advisory groups form <p>Participation</p> <ol style="list-style-type: none"> 3. YEAR 1+: Students from all ethnic minority groups participate with adults in team, cluster, academy and small school governance and are represented in youth development and leadership activities: <ul style="list-style-type: none"> ▪ In documenting their own learning through structures such as Student Success Plans ▪ In the classroom through greater involvement in curriculum ▪ Peer-to-Peer learning and mentoring ▪ In the school through school governance committees and ways to improve the school climate ▪ At the District through Youth Councils and Summits ▪ In decision-making on co-curricular and extra-curricular school-community partnerships <p>Performance</p> <ol style="list-style-type: none"> 4. Increases in student motivation, academic achievement, increased attendance, decreased drop out rate

Professional Culture & Development			
Goal: Develop learning communities based on collegiality, sharing, reflection, inquiry, collaboration, and commitment to knowledge developing content expertise and best practice			
Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	Practice
<ol style="list-style-type: none"> 1. YEAR 1: Schedule regular professional learning times for disciplinary and interdisciplinary teams (established in concert teachers' union) 2. YEARS 1-5: Establish opportunities for teachers to serve as mentors (for beginning teachers or others), curriculum planners (as members of teams, clusters, academies and small schools), co-decision-makers (as members of teams, leadership councils, etc.) and for advanced study (with higher education partners); (developed in concert with teachers' union) 3. YEARS 1-5: School-based staff and community-based youth service providers participate in joint professional development focused on youth development 	<ol style="list-style-type: none"> 1. YEAR 1+: Individual School Literacy Coaches meet regularly with Hiatt Center Literacy Specialist and District Curriculum Liaisons to discuss and develop teaching practices, professional development and student assessment strategies 2. YEAR 1+: Secondary teachers identified at each school and begin district program to introduce "multi-modal" teaching to scaffold ELLs and other students 3. YEARS 1-2: District curriculum liaisons and Hiatt staff prepare teachers co-plan projects, assess student work, and establish goals for and plans to implement best practice 4. YEARS 2+: Individual school Curriculum facilitators Hiatt Center Literacy Specialist and District Curriculum Liaisons to discuss and develop teaching practices, professional development and student assessment strategies, and to consider expanded use of the "Virtual Education Service" (VES) as a means of making exemplary curriculum material available 	<ol style="list-style-type: none"> 1. YEAR 1+: Alliance for Education supports mentor teacher development 2. YEAR 1+: Hiatt Center Literacy and Curriculum Team program in history/social sciences, English Language Arts, mathematics, science and engineering/technology expands to include teachers from each high school 3. YEAR 1+: Arts and sciences and education faculty from Clark, Holy Cross College, UMASS-Medical, Worcester Polytechnic Institute, and Worcester State College provide professional development focused on content, curriculum and pedagogy in the form of courses, summer institutes and school-based consultation in academies and small schools 4. YEAR 1+: Joint professional development and planning with cultural institutions begins (see "Community-Connected Curriculum") 	<ol style="list-style-type: none"> 1. YEAR 1+: Teachers meet regularly to assess student work and growth against disciplinary standards and "exemplars" (exemplary work samples), to assess student needs based on test data, to develop strategies for supporting students in challenging courses, and to develop curriculum and teaching based on "best practice" 2. YEAR 1+: Beginning teachers and others on a voluntary basis are mentored; development of mentoring system in concert with teachers' union 3. YEAR 1+: All teachers participate in "rounds" (visiting classrooms in their own or other schools to share and develop practice) at least once each year 4. YEAR 1+: School staff and community youth service providers participate in joint professional development focused on youth development 5. YEAR 2+: Community curriculum partners (e.g., Ecotarium, Arts Museum, MA Audubon) sponsor and support professional development 6. YEAR 1+: School literacy coaches meet as a district-wide team for professional development monthly 7. YEAR 1+: Teachers union involved in process of setting up school-based supports for professional development 8. YEAR 2+: School and district curriculum facilitators meet monthly as a district-wide team for professional development <p>Participation</p> <ol style="list-style-type: none"> 9. YEAR 2+: Each high school supports at least one candidate for National Board Certification every other year (with additional support from current National Board certified teachers in the district) <p>Performance</p> <ol style="list-style-type: none"> 10. YEARS 1-5: Teachers implement new teaching practices in keeping with academic curriculum goals; data-based assessment is a basis for deciding on strategies to improve student achievement; teacher-initiated professional development increases

Assessment			
Goal: Develop an assessment system that focuses on intellectual and academic growth, that stimulates learning for both students and adults, and that guides teaching			
Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	Practice
<ol style="list-style-type: none"> 1. YEARS 1-5: Teachers use multiple and authentic assessment strategies in classroom teaching 2. YEARS 1-5: Students and parents learn and participate in the process of matching student work samples against exemplars to assess progress and set learning goals 3. YEARS 1-5: School staff and teachers meet regularly to assess actual student work and academic growth against disciplinary standards and “exemplars” (exemplary work samples), as well as test performance data 4. YEARS 1-5: School leadership teams and school councils meet for school-wide critical review process 5. YEAR 3+: Small schools develop and share final (exit) performance criteria & assessment process 	<ol style="list-style-type: none"> 1. YEAR 1: Curriculum liaisons continue work with Hiatt Center staff in establishing “exemplars” (work samples) at 8th and 10th grades to illustrate benchmarks of achievement 2. YEARS 1+: Curriculum liaisons meet with principals, literacy coaches and interdisciplinary teacher teams to review and discuss benchmarks and exemplars 3. YEAR 1+: Curriculum liaisons meet with principals, literacy coaches and interdisciplinary teacher teams to provide coaching in the assessment process; liaisons monitor thereafter 4. YEAR 1+: Professional development enables teacher teams to analyze student work, use benchmarks and exemplars, and use test and other performance data to assess student progress and needs 5. YEARS 2-5: District “Critical Friend” process begins 	<ol style="list-style-type: none"> 1. YEAR 1+ Community ethnic minority and other groups meet with parents to discuss assessment system and keys to student academic progress, and to promote participation in conferences involving students and teachers 2. YEAR 2+: Community groups monitor growth in student performance in schools using school and district assessment data 3. YEARS 1-5: Partnership Board uses data for annual “critical review” 4. YEAR 2+: “Learning Interview” developed by WEP Assessment Committee introduced in the community for use with 9th grade students 	<ol style="list-style-type: none"> 1. YEAR 1+: Teachers and students use multiple and authentic assessment strategies 2. YEAR 1+: Teachers meet regularly to assess student work and academic growth against disciplinary standards and “exemplars” (exemplary work samples), to assess student needs based on test and other performance data (using “Test-Whiz” and other data analysis tools), to develop strategies for supporting students in challenging courses 3. YEAR 2+: Students and parents understand and participate in the assessment process 4. YEARS 2+: Students regularly discuss their work (portfolios, work samples) with teachers and advisors 5. YEARS 3-5: Student progress through secondary school is based on growth in proficiency and mastery, not on time <p>Participation</p> <ol style="list-style-type: none"> 6. YEARS 2+: Teachers and adult mentors and youth service providers in the community implement the student “learning interview” as a tool to promote discussion of learning with students <p>Performance</p> <ol style="list-style-type: none"> 6. YEAR 2+: Benchmarks, exemplars and work sample system established 8. YEARS 1-5: Data-based assessment is a basis for deciding on strategies to improve student achievement

Strategic Action:

Community Involvement

- ❖ Family Involvement
- ❖ Community Group Involvement

Family Involvement			
Goal: <i>Develop strategies to expand and sustain a new base of parental support and involvement</i>			
Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	
<ol style="list-style-type: none"> 1. YEAR 1: School councils implement family involvement strategies based on WEP Committee plan for applying the “Epstein” model 2. YEAR 1+: School councils join with community and neighborhood groups to organize information and strategy sessions focused on new secondary model, student assessment and performance data, preparation for advanced course work and college, school-family communication and relationships, community resources (e.g., homework centers in churches and/or youth service agencies) to support students 	<ol style="list-style-type: none"> 1. YEAR 1+: District Family Involvement Coordinator’s responsibilities align with the WEP Family Involvement plan 2. YEAR 1+: District family involvement coordinator and staff works closely with constituency group leaders to increase communication with families; increase family involvement in schools; connect students and families to needed school and community services, program opportunities, resources and supports, address mobility, and increase attendance 3. YEAR 1+: District implements professional development plan to support schools in implementing family involvement strategies based on the WEP Committee concept plan and Epstein model 	<ol style="list-style-type: none"> 1. YEAR 1+: Community groups support school councils in implementing the Epstein model at school sites by working with parents and families through churches, neighborhood and community meetings 2. YEAR 1+: Community groups expand communication networks 3. YEAR 1+: Community groups inform families about student opportunities, performance, & community resources for support 4. YEAR 1+: Community groups help facilitate the development of community support for youth development and academic work 	<p>Practice</p> <ol style="list-style-type: none"> 1. YEAR 1: School councils establish family involvement action plans based on “Epstein” model strategies <p>Participation</p> <ol style="list-style-type: none"> 2. YEAR 1+: Increased involvement of families from various ethnic minority, church and other community groups in activities that support student achievement, such as assessment conferences 3. YEAR 1+: Parents, constituency groups and school and district leaders work together to address questions of support, communication, academic progress and goals (expanded representation on school councils) 4. YEAR 1+: School-based and community-based resources to support youth development and academic achievement increase and more families and students participate in them <p>Performance</p> <ol style="list-style-type: none"> 5. Yearly increase in positive parent responses in school climate and parent-teacher interactions survey data used in NESSN accreditation process 6. YEARS 1-5: Students and parents, as well as school staff share vision, understand philosophy and expectations; share sense of purpose TIME 7. YEARS 1-5: Worcester Municipal Research Bureau benchmark project implemented and provides data on family involvement

COMMUNITY GROUP INVOLVEMENT			
Goal: <i>Build awareness, support and partnerships among key constituencies (e.g., ethnic minority groups); develop general community awareness and support; help put education at the heart of civic life</i>			
Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	
<ol style="list-style-type: none"> 1. YEAR 1+: Small school leadership teams have constituency group representation 2. YEAR 1+: School councils work with constituency groups representatives in implementing family involvement plans 3. YEAR 1+: Student support personnel work with constituency groups and youth agencies to connect students and families to program opportunities, resources and needed services 4. YEAR 1+: South Quadrant schools work closely with ethnic minority groups on family involvement and strategies for promoting student achievement 	<ol style="list-style-type: none"> 1. YEAR 1+: District family involvement coordinator and School Links Services staff member works closely with community group leaders and the Community/Family Involvement Facilitator to increase communication with families; increase family involvement in schools; connect students and families to needed school and community services, program opportunities, resources and supports, address mobility, and increase attendance 	<ol style="list-style-type: none"> 1. YEAR 1+: Community/Family Involvement Facilitator supports ethnic minority group organization and family involvement initiatives 2. YEAR 1+: Community groups have representatives on small school leadership councils (Latino Coalition concentrates initially on Main South) 3. YEAR 1+ Community groups meet with parents to discuss assessment system and keys to student academic progress and to administer assessment interview 4. YEAR 1+: Community groups develop support programs for student academic achievement and youth development in concert with churches, community agencies and schools 5. YEAR 2+: WEP Partnership Board monitors growth in student performance in schools using school and district assessment data 6. YEAR 2+: Community groups monitor student performance, 9th grade pass rates, MCAS performance, enrollment in enriched academic core courses and advanced placement courses 	<p>Practice</p> <ol style="list-style-type: none"> 1. YEAR 1+: WEP continues sponsorship of community forums on secondary school change, student performance, and youth development 2. YEAR 1+: WEP continues to support the mobilization and organization of African-American and Asian American groups <p>Participation</p> <ol style="list-style-type: none"> 3. YEAR 1+: Latino, African-American and Asian-American constituency groups are represented on school councils 4. YEAR 1+: Latino, African-American and Asian-American constituency groups are represented on Partnership Board Plan Implementation Oversight Committee <p>Performance</p> <ol style="list-style-type: none"> 5. YEAR 1+: Increase in attendance rates among students in constituency groups beginning in YEAR 1 6. YEAR 1+: Decrease in dropout rates among students in constituency groups beginning in YEAR 1 7. YEAR 2+: Increase in number of students in ethnic minority groups enrolled in enriched academic core courses and advanced placement courses 8. YEAR 2+: Increase in number of students in ethnic minority groups who pass 9th grade and MCAS in 10th grade 9. YEAR 3+: Increase in number of students in constituency groups who enroll in post-secondary education (beginning in YEAR 3)

Strategic Action:

Partnership Development

- ❖ Higher Education Collaboration
- ❖ Coordinated School-Community Youth Development
- ❖ Community-Connected Curriculum

Higher Education Collaboration			
Goal: Develop small schools and other partnerships focused on professional development, curriculum enhancement, teacher education, and direct support for student academic learning and transition to college			
Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	
<ol style="list-style-type: none"> 1. YEAR 1+: Higher ed high school partners are represented on small school leadership teams, in small schools planning, and in academy planning as part of their commitment to partnership 2. YEAR 1+: School leaders work with higher ed partners to establish and expand opportunities for tutoring, dual course enrollment, on-site courses, tutoring, transition to college, and teacher education 	<ol style="list-style-type: none"> 1. YEAR 1+: District higher education specialist continues to serve on WEP Higher Education committee to facilitate partnership development 	<ol style="list-style-type: none"> 1. YEAR 1+: Higher Ed partners assign representatives to serve on small school leadership teams and as liaisons to school implementation teams 2. YEAR 1+: Higher ed partners collaborate to expand professional development opportunities for teachers in content knowledge, curriculum and pedagogy 3. YEAR 1+: High ed partners support secondary teacher preparation in schools 4. YEAR 1+: Higher ed partners expand opportunities for tutoring, dual course enrollment (coordinated with student school schedules), and transition-to-college (e.g., Worcester State College distance learning) program 	<p>Practice</p> <ol style="list-style-type: none"> 1. YEAR 1+: College students tutor secondary students based on needs (generic study skills, content-specific learning, etc.) 2. YEAR 1+: College students and professors do course field work in conjunction with high school students and teachers (e.g., required WPI projects; early childhood and human services students from WSC) 3. Colleges and universities increase offerings in their teacher training classes that focus on family involvement, youth development, etc. <p>Participation</p> <ol style="list-style-type: none"> 4. YEAR 1+: Higher Education partners (Clark, Holy Cross, UMASS-Medical, WPI, Worcester State College) have representatives on small school leadership councils and in small schools planning process, as well as on large school implementation teams (Burncoat & Holy Cross) 5. YEAR 1+: Professional Development School collaborations on secondary teacher preparation continue or develop between Clark, Holy Cross, Worcester State College and the A.L.L. School, Burncoat High, Sullivan Education Complex small schools, South High Complex small schools 6. YEAR 1+: Arts and sciences and education faculty work with teachers on content, curriculum, pedagogy, assessment and leadership <p>Performance</p> <ol style="list-style-type: none"> 7. YEAR 1+: Secondary students are enrolled in college courses (“dual enrollment”) and transition to college programs 8. Need performance indicator documenting the increased collaborations; teacher outcomes; changes in college/university practices that are in direct response to school collaborations

Coordinated School-Community Resources to Support Youth Development

Goal: *Develop a coordinated school-community effort to promote youth development (in the areas of health and personal-social-emotional, cognitive, civic, & vocational growth);*

Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	
<ol style="list-style-type: none"> 1. YEAR 1: As part of the District’s evaluation of Student Support Services, each school identifies and evaluates its internal student support services and current partnerships with youth, business, health, mental health, civic, state, and other community organizations. This evaluation will identify gaps in services according to the five youth development areas. 2. YEAR 2+: The district management team assists schools in strengthening existing and developing new partnerships, as part of the Integrated School-Community Student Support System. 3. YEAR 2+: School-based health centers expand service including coordinating referrals to community health agencies. 4. YEAR 2+: School personnel begin to carry out redefined roles. 	<ol style="list-style-type: none"> 1. YEAR 1: The district management team assesses the District’s Student Support Services system and redefines and reorients school-based roles in light of plan to coordinate school-community youth development opportunities and services. 2. YEAR 1+: New District community resource liaisons work with the Community Youth Development Resource Facilitator to establish coordinated system 3. YEAR 2+: The district begins phasing in the organizational and professional development system for coordinating school-community youth development activities. 4. YEAR 2+: “Student Success Plan” consolidated and prepared for implementation 	<ol style="list-style-type: none"> 1. YEAR 1: Community organizations create a more streamlined and coordinated approach to partner with the schools. 2. YEAR 1: District Community Resource Facilitator works with Central Administration and Community Based Organizations to coordinate and align youth development opportunities and student services according to the WEP plan. 3. YEAR 1+: After-school & summer academic, work and recreational programs expand with support from higher ed and community partners. 4. YEAR 1+: Youth Advisory Council—consisting of youth representing schools and community organizations is formed. 5. YEAR 1+: Community Resource Facilitator and four Quadrant Community Resource Liaisons (based in the Worcester Public Schools and responsible to the Quadrant Managers) work to ensure community resources are available, coordinated and aligned with school needs. 6. YEAR 2+: Community youth service providers participate in the phase-in of the joint school-community youth development plan (meaning that the youth organizations must do some organizing, streamlining, and coordinating). 	<p>Practice</p> <ol style="list-style-type: none"> 1. YEAR 1: District and school student support services, and community partnerships are monitored. 2. YEAR 1+: Youth Council forms. 3. YEAR 1: School-Community partnership guidelines and procedures formalized. 4. YEAR 1: Integrated School-Community Student Support System monitoring framework is developed. 5. YEAR 2+: Joint school-community Student Success Plan model developed and implemented. <p>Participation</p> <ol style="list-style-type: none"> 6. YEAR 1+: School-based and youth service staff participate in joint professional development focused on youth development. <p>Performance</p> <ol style="list-style-type: none"> 7. YEAR 3+: School and community-based youth services are coordinated to support the development of youth competencies (health, personal, social, emotional growth, cognitive, vocational, civic). 8. Increases in student achievement because they are better prepared to learn—(i.e. school and out of school supports are aligned to assist students in achieving their potential.)

Community-Connected Curriculum			
Goal: <i>Build and coordinate community-school collaborations that strengthen connections between academic curriculum and community life, foster new, powerful learning experiences and meet high standards</i>			
Key Strategies and Action Steps			Key Benchmarks
Schools	District	Community	Practice
<ol style="list-style-type: none"> 1. YEAR 1: Join with community, business, cultural and educational institutions to plan and coordinate community-school collaborations. 2. YEAR 1+: Work with community partners to refine and apply criteria for assessing student performance in WEP curriculum partnership sites 3. YEAR 2+: School teams will work with community partners to fully integrate academic curriculum and community life 	<ol style="list-style-type: none"> 1. YEAR 1: A Support piloting of 9th grade curriculum models developed by the MA Audubon Society, Ecotarium, Higgins Armory, Worcester Arts Collaborative, Worcester Art Museum; Worcester Center for Crafts, Worcester Women’s History Project Explore future community-connected curriculum collaborations integrating additional models 2. YEAR 1+: Co-plan with community partners to implement citywide professional development programs to support and expand implementation of community-connected curriculum models 3. YEAR 2: SPARCS (“Students Participating Actively to Reinforce Community Spirit”) community development curriculum model developed at expands to other school sites 	<ol style="list-style-type: none"> 1. YEAR 1: A) Educational and cultural institutions join with schools to pilot 9th grade curriculum models B) Exploration of future community-connected curriculum collaborations integrating additional models 2. YEAR 1+: A) Use criteria recommended by the WEP Community Curriculum Committee to develop additional curriculum models (grades 7-12) that integrate learning standards, active and investigative learning strategies, and practices modeled by experts in informal and formal education B) Expand opportunities for student internships; refine and apply assessment criteria for student performance 3. YEAR 2+: Plan and implement citywide professional development institute to expand implementation of curriculum models 	<ol style="list-style-type: none"> 1. YEAR 1: Cultural and educational institutions pilot 9th grade community-connected curriculum models developed by members of the WEP Community Curriculum Committee (the MA Audubon Society, Ecotarium, Higgins Armory, Worcester Arts & Humanities Educational Collaborative, Worcester Art Museum; Worcester Center for Crafts, Worcester Women’s History Project) *see appendix for indicators of achievement, assessment strategies and learning artifacts/work products. 2. YEAR 2+: A city-wide system for co-planning and professional development is established; summer professional development institute is planned and implemented YEAR 3+: All students have an opportunity for learning experiences that unite school and community expertise in both school and community settings <p>Participation</p> <ol style="list-style-type: none"> 4. YEAR 1: Expansion of existing partnerships and development of new partnerships for implementation Year 2+ <p>Performance</p> <ol style="list-style-type: none"> 5. YEAR 1: Pre-existing collaborations between school and community partners meet the new criteria for school-district community curriculum models, including establishing baseline data through multiple assessment (authentic and standardized), of student learning and professional development (planning and program surveys)