

Worcester Public Schools 2022-2023 School Growth Plan

Superintendent: Dr. Rachel Monárrez
Principal: Drew Weymouth



Delivering on High Expectations and Outstanding Results for All Students

Worcester Technical Plan to Improve Student Outcomes

This Plan to Improve Student Outcomes defines the school's mission, vision, and key strategies for the school year. This plan is aligned to the Worcester Public School Coherence Framework and is organized around the four core practices of Leadership Practices, Positive Climate and Culture, Specific Student Supports, and Intentional Instruction.



Worcester Technical High School's Plan to Improve Student Outcomes

Worcester Technical High School North Star

A school's North Star is the school's mission and vision to equip all students with the skills, competencies, and mindsets needed to be successful. It is grounded in data, stakeholder engagement, and vision for graduates of the school.

Mission

The mission of Worcester Technical High School is to educate and prepare our students, both academically and technically, to meet the challenges of a global society. Students will be provided with a highly supportive and academically challenging learning environment in the STEM initiatives to ensure our graduates are prepared for career and college and are able to compete globally.

Vision

Worcester Technical High School administration, faculty, staff, and students work collaboratively to promote a school culture that fosters the expectation of excellence while respecting differences. All students are treated with respect and dignity and are provided diverse, extra-curricular experiences as they pursue their professional and academic goals in a multicultural environment. The educational climate serves to guide, assist, and teach each student a commitment to lifelong learning and development as productive, responsible and well-rounded citizens. Through the integration of challenging academic curriculum and state of the art technical programs that are personalized and performance-based, students can work as a team, inquire openly and achieve high standards, supported by a faculty committed to excellence. All programs are enhanced and supported by partnerships with community, industry and educational institutions, as well as through participation and recommendations of various advisory boards. This educational environment affords all students the opportunity to achieve to their fullest potential. Our vision is supported by clearly defined curriculum goals focused to meet or exceed current standards, yet flexible enough to meet the demands of an ever-changing world.

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School growth planning is an essential part of continuous school improvement. Setting expectations and strategically working to advance the school's North Star vision is what can lead to change for the better. This Plan to Improve Student Outcomes lays out the school's intentions for the strategies it will use, actions they will take and the anticipated outcomes. The school's instructional leadership team leads the work.

School Instructional Leadership Team Members			
Name	Position	Name	Position
Drew Weymouth	Principal	Jason Lebeouf	Robotics teacher
Brian Potter	Assistant Principal	Jackie Kalisz	Physics Teacher
Stephanie Stockwell	Assistant Principal	Tony Sanders	Robotics Teacher
Gina Morgera	Special Education Department Head	Jessica McGuire	English Teacher
Heather Courtney	Guidance Department Head	John Lacaire	Drafting Teacher
Sarah Cutter	ELL Department Head	Allison Audet	Test Coordinator Coach
Kim Smaltz	Assistant Principal	Audra Marini	Math Department Head
Sean Lynch	Math Department Head	Jocelyn Coughlin	Science Department Head
Nicole Patterson	ELA Department Head	Lara DeRose	Instructional Coach
Dina Taylor	Early Childhood Instructor	Rick Torres	Vocational Instructional Coach
Mike Metivier	History department Head	Michelle Phenix	Assistant Principal
Gregg L'Esperance	Welding department Head	Patricia Suomala	Director
Mary Blute	Co-op Coordinator		

School Instructional Leadership Team Meeting Schedule			
Month	Dates	Month	Dates
September	26	February	13, 27
October	11, 31	March	13, 27

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November	14, 28	April	10
December	12	May	8, 22
January	30	June	5
		<i>Summer Planning Session</i>	<i>if applicable</i>

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The school priority goal is the focus that drives the improvement work during the school year. It is based on a review of data from the prior school. The following pages contain plans for each core practice that when implemented, should lead to improvements associated with the priority goal.

School Priority Goal(s) for School Year 2022-2023	
School Priority Goal: Guide development and implementation of a comprehensive system of student support that is responsive to the needs of multilingual learners, students with disabilities, and struggling tier 1 students.	
Data Points	Rationale
<ul style="list-style-type: none"> ● Our analysis of year end data review, as well as our review of current diagnostic assessments, indicate that MLs and SWDs disproportionately score in the partially meeting or not meeting achievement levels. For example: <ul style="list-style-type: none"> ○ For ELA, the MCAS data shows that our, <ul style="list-style-type: none"> ■ EL students- 4% of our ELs were meeting expectations, 0% exceeding, 96% partially meeting or not meeting compared to 67% of Non-ELs meeting or exceeding and 33% non ELs scoring in the PM/NM ■ SWD- 16 % were meeting, 0% exceeding, 84% were partially or not meeting in comparison to 70% non-disabled exceeding or meeting expectations ○ For math, the MCAS data shows that our, <ul style="list-style-type: none"> ■ EL students- 0% were meeting or exceeding and 100% were partially or not meeting expectations in comparison to 56% of non-ELs meeting/exceeding expectations 	<ul style="list-style-type: none"> ● Our MCAS data confirms that our teachers are developing effective lesson plans/curricula and our new admissions policy provided more equitable access to WTHS, reflecting the city's demographic population. However, despite these successes, based upon an analysis of data from the 2021-2022 school year and the results of fall 2022 diagnostic assessments administered, this year we will prioritize supports for multilingual learners and SWDs given the disproportionate results and the current grade 9 students' diagnostics results.

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| <ul style="list-style-type: none">■ SWD- 84% of our students with disabilities were partially or not meeting expectations in comparison to 16% meeting and 0% exceeding expectations in comparison to 59% of non-disabled students meeting/exceeding○ Star diagnostic results (Fall 2022)<ul style="list-style-type: none">■ 58.3% of our grade 9 students are in the urgent intervention and intervention categories for ELA■ 36.5% of our grade 9 students are in the urgent intervention and intervention categories for Math | |
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LEADERSHIP PRACTICES

The school has established a community of practice through leadership, shared responsibility, and professional collaboration.

Our Vision for Leadership Practices

Ownership for collaborative leadership is shared between the department teams, the Instructional Leadership Team (ILT), and the administrative team. The administrative team meets monthly with department heads to align practices to ensure coherence. In turn, department heads hold their department meetings with common agenda items relating to school priority focal points (employability skills, student success, data analysis to identify students in need of additional supports). The ILT meetings are conducted with its regular members (open to all and committed to by those who wish) and any other members from the school that are able to make it and interested in the topics being discussed. Eagle Hour is another strategy being used to hear from multiple faculty members on the goals and operations of the school. This year we have also established an Innovation Team to convert WTHS current Innovation Plan to a new plan. This team works jointly with the ILT and seeks regular input from the faculty at meetings.

Important to any leadership initiatives in being inclusive of family and student voice. Family communication is a focus as a school-wide strategy through regular communication and the expansion of the Parent Advisory Council. Student voice meetings occur through representative clubs and student government as well as academy meetings with students.

In all of these teams, the goal is to hear from representatives of all constituents so they are involved in the decisions that affect them. Subgroups will break off of these groups to work on individual projects and bring proposals back to the group for shared leadership and decision making.

Aspiration for 2022-2023 School Year

- Our school will expand communication and outreach to further integrate diverse voices and extend our shared responsibility/collective style of leadership.
- Our collective team will support educators to collaboratively review, revise, and develop curriculum that is culturally responsive and sustaining, promotes equitable access, and attends to the needs of all learners (especially MLs and SWDs)
- Supporting teachers to analyze and use student data in an on-going way, use it to inform instruction, and to promote a more data

Strategies for Leadership Practices

- Provide on-going professional development sessions to WTHS teachers on how to support students with disabilities and multilingual learners.
- Provide opportunities for voice as reflected above in the leadership vision (ILT, Innovation Team, Eagle Hour) as well as with parents in the Parent Advisory Council. Administration will also incorporate student voice from their academy meetings and student organizations such as the Student Council, Class Officers, NHS, and

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<p>informed/data driven community of educators here at Tech to ensure that we are providing high quality learning experiences that are responsive to student needs, maintain rigorous grade level expectations, and ensure that our students are well prepared for college, career, and civic engagement.</p> <ul style="list-style-type: none"> • Develop a data team to collaborate with departments around assessments to discuss what they measure, what the data shows us, and how to use it to support students and make strategic choices for instructional adjustments. • Educators will be supported and trained to maintain and implement effective and reciprocal methods of engaging families 	<p>Black Student Union.</p>
<p>Measures of Success and Desired Outcomes</p>	
<ul style="list-style-type: none"> • School-wide professional development around using high leverage data-driven strategies to support multilingual students (Ellevation PD, training and instructional support) • Provide half-day PLCs for academic and VocTech teachers to work collaboratively to update their curriculums and plan to accelerate student learning to grade level standards tied to their data analysis. • We will use surveys to assess the level of voice and shared decision making the staff felt during the year and the items they wish to continue working on in future years. • We will use the Innovation Plan voting to evaluate the percentage of staff that felt ownership in the plan and continue to re-evaluate the plan in future years. • More intentional use of data by educators at WTHS to identify and plan for targeted small group instructional support for EL students and low performing students as identified by multiple data sources (e.g., diagnostic testing, formative assessments, benchmarks, teacher observations). • Tracking student progress as a result of interventions. • Increased use of Remind, Wooed, Google Classroom, and district translation tools. 	

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POSITIVE CLIMATE AND CULTURE

The school has established a climate and culture that provides a safe, orderly and respectful environment for students and a collegial, collaborative, and professional culture among teachers that supports the school's focus on increasing student achievement.

Our Vision for a Positive Climate and Culture

Worcester Technical High School administration, faculty, staff, students, and families work collaboratively to promote a school culture that fosters the development of employability skills among students. All members of our school community are treated with respect and dignity, feel safe and supported, have equitable access to meaningful, engaging, rigorous learning opportunities that leverage the assets they bring with them, and have opportunities to share their voices.

Aspiration for 2022-2023 School Year

- Commit to a school wide goal of promoting employability across all contexts and use this as a basis for constructive conversations when students are not acting in a professional manner.
- Leverage the input of families and community to increase their engagement in student learning.
- Incorporate student voice as a mechanism for improving our school climate/culture and to promote a stronger sense of belonging.
- Provide multiple means of input from faculty towards school operations and innovative practices to consider.

Strategies for Positive Climate and Culture

- Implement a school wide goal of reinforcing [strand 4](#) of the technical standards with a focus on professionalism and work ethic. Academic and technical educators began the year with introducing the strand in their classrooms.
- Staff and student voice is collected and incorporated in teaching and learning a variety of measures/opportunities: panorama, cultural climate, student activity groups (e.g., student council, black student union, Gender & Sexuality Alliance, Multicultural club)
- Engage parents/families as partners with the school community and their student's learning and ensure these opportunities are accessible

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Measures of Success and Desired Outcomes

- All technical teachers use strand 4 in their grading rubrics
- Strand 4 will be reinforced by administrators in daily announcements, academy meetings and family communications and when working with students on disciplinary issues.
- Students will self-assess their adherence to strand four expectations through a google form and data will be collected and analyzed by administration and discussed with students during quarterly academy meetings
- Increase student adherence to strand 4 expectations in academic classrooms
- Administrators will meet with students in their academy monthly and/or attend student clubs to gather student feedback/connect with students on culture and climate
- Guidance will review panorama and culture and climate surveys with the SEL team and administration and share feedback with educators in the building
- Expand opportunities for gathering staff input and promote collaborative leadership (e.g., open ILT to incorporate more diverse voices, Eagle Hour, Innovation Team)
- Parents participating in opportunities to share their voices like: Parent Advisory Committee, community forums, school committee, and general advisory
- Families attending events at school and in the community, such as Know your School Night, parent conferences, drama performances, Homecoming and senior celebrations
- Increase communication with families through a variety of accessible platforms, such as: remind, parent/family newsletter, WPS translation services, social media, and translators at school events.

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STUDENT SPECIFIC SUPPORTS	
<i>The school provides student-specific supports and interventions informed by data and the identification of student-specific needs.</i>	
Our Vision for Student Specific Supports	
Implementation of a comprehensive system of student support that is responsive to the needs of multilingual learners, students with disabilities, and struggling tier 1 students.	
Aspiration for 2022-2023 School Year	Strategies for Student Specific Supports
<p>Educators will apply knowledge from PD to reflect on diverse student learning strategies and use data in an on-going way to direct instruction, and to promote a more data informed/data driven community of educators here at WTHS. This will ensure that we are providing high quality learning experiences that are</p> <ul style="list-style-type: none"> - responsive to student needs, - maintain rigorous grade level expectations, - and ensure that our students are well prepared for college, career, and civic engagement. 	<ul style="list-style-type: none"> ● Identify and implement high leverage practices and strategies for supporting students through classroom instruction as well as through additional supports for students. ● Use data and formative content area assessments to guide development and implementation of a comprehensive system of student support that is responsive to the needs of multilingual learners, students with disabilities, and struggling tier 1 students.
Measures of Success and Desired Outcomes	
<ul style="list-style-type: none"> ● Expand implementation of supports and strategies utilized by educators to more effectively meet the needs of diverse learners and include these strategies as regular department agenda items as well as target areas of focus for walkthroughs and evaluation. ● Provide educator led morning and afternoon support, Saturday sessions, and virtual support led by Academic and CTE instructors. 	

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INTENTIONAL INSTRUCTION	
<i>The school employs intentional practices for improving teacher-specific and student-responsive instruction.</i>	
Our Vision for Intentional Instruction	
The professional development will help to build a foundation and to develop a culture that will promote inclusivity and equity of access.	
Aspiration for 2022-2023 School Year	Strategies for Intentional Instruction
Sustained opportunities for professional growth to promote shared responsibility for the success of all students.	<ul style="list-style-type: none"> ● Collaboratively design learning opportunities to enhance educators ability to support diverse learners with professional learning offerings led by ML, SWD and UDL ● Organize small group PLCs around instructional improvement topics ● Intentional curriculum update and development through Department-based PLCs
Measures of Success and Desired Outcomes	
Learning strategies for diverse students are applied in academic and shop environments as evidenced by instructional strategies to meet the needs of students in their shops and classrooms.	

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Notification

As part of the planning process, Worcester Public Schools considers the coordination and integration of federal, state and local services and programs. In addition:

- Elementary schools should also reference the transition plans for assisting preschool children in transitioning to the school-wide program plans; and
- Secondary schools should also reference transition plans for assisting grade 7 and 9 students in transitioning to the new school.

Coordination and Integration of Funds

All Worcester Public Schools must integrate services and programs with the aim of upgrading the entire educational program of the whole school and to help all students reach proficient and advanced levels of achievement. Integration of services will include the following areas of focus:

Equity of Access: Ensuring all students have access to high quality instruction and materials and resources. For example: through Title I, II and III, Focused Instructional Coaches; through Title I, II and Title III supplemental activities including After School and Out-of-School Time activities. Title IV A, technology, supplemental activities and payment of AP fees; SRG, support of additional time for teachers including activities that address equity of access; IDEA activities that support individualized learning, and through Perkins funding, access to materials and credentials for college and career readiness.

Engagement: Engagement with families and the various sectors of our community in developing opportunities for all students; Support through Title I of our Parent Information Center and community engagement; Title II, coordination of professional development activities involving engagement; Title III, supplemental parental engagement activities IDEA, contracted services for health and through Perkins funding, career exploration activities.

Safe and Healthy Students: Create supportive, safe, and orderly learning environments marked by respectful interactions, acceptance, inclusiveness, and responsibilities to one another. Title I, personnel including Wraparound coordinators; Homeless Liaison; Title II coordination of all professional development including PD on SEL; Title III, professional development on co-teaching; Title IV, safety training, safety planning and school safety supplies; IDEA; professional development and through Perkins, professional development on safety training.

High quality teaching and learning: To support excellent instruction that improves student skills to prepare them for global citizenship; through Title I, II and III, coaches; Title II, support of professional development activities; Title IV, professional development on technology; IDEA professional development and through Perkins, professional development for teachers.

College and Career Readiness: In support of current standards, activities that help students become college and career ready: Through Title I and Title III, supplemental academic support for struggling students. Title II, coordination of professional development for all college and career readiness activities; Title IV, support of technology and accompanying professional development to increase teacher proficiency and payment for AP fees; IDEA, funding for instructional assistants and Perkins, funding for college and career readiness contractual service provider at our vocational-technical high school.

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Worcester Public School Transition Plan for Assisting Preschool Children (Elementary only)

Worcester Public Schools (WPS) support a transition plan for assisting preschool children to school-wide Title I programs, which is based upon best practices promulgated by the National Center on Parent, Family, and Community Engagement (NCPFCE) and the National Center on Quality Teaching and Learning (NCQTL). Smooth transitions from preschool to kindergarten depend on connections made between participants in the process, such as those between schools and families, and between preschool teachers and kindergarten teachers and classrooms, especially connections made prior to kindergarten entry. The WPS transition plan incorporates NCPFCE models to implement best practices.

Child-School activities foster the familiarity of children with the classroom setting and those people within it. Preschool teachers and children visit a kindergarten classroom, children practice kindergarten rituals, and a spring orientation is held for preschool children. These activities are designed to increase comfort, decrease anxiety, and build teacher-child relationships.

Family-School activities foster family collaboration and involvement with the school transition process through school visits, open houses, and meetings with principals and kindergarten teachers. WPS has prepared and disseminates literacy resource materials for in-home learning activities.

School-School activities foster inter-school collaboration among preschool teachers and kindergarten teachers to align programs and classroom practices.

Community: The WPS collaborates with an extensive network of interagency and community service organizations which support child-specific programs and enables WPS to get accurate information into the community, including the kindergarten registration process. WPS transition activities effectively introduce preschool children into school-wide Title I programs.