

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2019 - 2020**



**Delivering on High Expectations and Outstanding  
Results for All Students**

**Worcester Technical High School**

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**Kyle J. Brenner**

Principal or Administrator

**Maureen Binienda**

Superintendent

## **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.

## **Worcester Public School Transition Plan for Assisting Preschool Children**

Worcester Public Schools 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.

## I. School Instructional Leadership Team Members

### School Instructional Leadership Team (ILT) Members shall include:

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

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

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

Name	Position	ILT Meeting Dates
Kyle Brenner	Principal	11/20/19
Sarah Cutter	ESL Department Head	12/18/19
Michelle Phenix	Assistant Principal	1/15/20
Whitney Goodwin	Guidance Department Head	2/5/20
Sean Lynch	Math Department Head	3/4/20
Nicole Patterson	ELA Department Head	3/25/20
Gina Morgera	Special Education Department Head	4/15/20
Rita Jennes	Social Studies Instructor	5/6/20
Rob Aldape	Science Instructor	5/27/20
Lara DeRose	Focused Instructional Coach	
Kim Youkstetter	Culinary Instructor	
Kim Smaltz	MCAS Specialist	

# I. Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2019 Official Accountability Report - Worcester Technical High

DP/AT/CE

Organization Information	
<b>DISTRICT NAME</b> Worcester (03480000)	<b>TITLE I STATUS</b> Title I School
<b>SCHOOL</b> Worcester Technical High (03480605)	<b>GRADES SERVED</b> 09,10,11,12
<b>REGION</b> West/Central	<b>FEDERAL DESIGNATION</b> -

### Accountability Information

<b>Overall classification</b> Not requiring assistance or intervention
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<b>Reason for classification</b> Moderate progress toward targets
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Progress toward improvement targets	Accountability percentile
47% - Moderate progress toward targets	69

## II. Student Attendance

### Student Attendance (2018-19)



Student Group	Attendance Rate	Average # of Absences	Absent 10 or more days	Chronically Absent (10% or more)	Unexcused > 9 days
All Student	96.0	7.0	24.8	6.7	20.7
Female	95.8	7.4	26.5	8.2	21.8
Male	96.3	6.5	22.8	4.8	19.5
Economically Disadvantaged	95.7	7.5	29.1	7.3	25.3
High Needs	96.0	7.1	26.1	6.5	22.5
LEP English language learner	96.2	6.7	21.3	5.6	19.4
Students with disabilities	95.7	7.7	29.4	7.5	25.6
African American/Black	96.9	5.5	17.6	5.2	13.3
American Indian or Alaskan Native					
Asian	97.9	3.7	8.9	2.0	7.9
Hispanic or Latino	95.6	7.7	28.3	6.6	24.2
Multi-race, non-Hispanic or Latino	94.9	9.0	39.6	16.7	35.4
Native Hawaiian or Pacific Islander					
White	95.8	7.4	26.2	7.2	21.7

## II. Student Retention

### Student Retention by Percent

Student Group	Enrolled #	Retained #	Retained %	01 %	02 %	03 %	04 %	05 %	06 %	07 %	08 %	09 %	10 %	11 %	12 %
All Students	1,426	1	0.1									0.0	0.0	0.0	0.3
Female	779	1	0.1									0.0	0.0	0.0	0.5
Male	647	0	0.0									0.0	0.0	0.0	0.0
Economically Disadvantaged	629	0	0.0									0.0	0.0	0.0	0.0
High Needs	861	0	0.0									0.0	0.0	0.0	0.0
LEP English language learner	106	0	0.0									0.0	0.0	0.0	0.0
Students with disabilities	162	0	0.0									0.0	0.0	0.0	0.0
African American/Black	233	0	0.0									0.0	0.0	0.0	0.0
American Indian or Alaskan Native	2														
Asian	101	0	0.0									0.0	0.0	0.0	0.0
Hispanic or Latino	514	1	0.2									0.0	0.0	0.0	0.8
Multi-race, non-Hispanic or Latino	50	0	0.0									0.0	0.0	0.0	0.0
Native Hawaiian or Pacific Islander	1														
White	525	0	0.0									0.0	0.0	0.0	0.0

### III. Comprehensive Needs Analysis

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please include a strength and area of focus for each accountability indicator. Include strengths and areas of focus that reference both overall data and subgroup specific data.

	<i>Areas of Strength</i>	
<i>Accountability Indicator</i>	<i>Strength</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	In ELA Achievement in the ALL students category students earned 4 out of 4 points.	DESE School Accountability report 2019
Growth (ELA, Math, Science)	In ELA Growth in the ALL students category students earned 2 out of 4 points.  In Math Growth in the ALL students category students earned 3 out of 4 points.	DESE School Accountability report 2019
Discipline	During SY' 17/18 there were 85 suspensions, SY' 18/19 there were 54 suspensions, which represents a 36% decrease in school suspensions.	WPS Baseline report
Chronic Absenteeism and Attendance	WTHS has an overall attendance rate of 96.07%, which is the highest rate for all secondary schools.	WPS Baseline report
Advanced Coursework	Student CVTE coursework is under consideration for inclusion in this category.	DESE
Graduation and Dropout Rate	During SY' 17/18 there were 3 dropouts, SY' 18/19 there was 1 dropout, which represents a 66% decrease in dropouts.	DESE WTHS School Profile data
	<i>Areas of Focus</i>	
<i>Accountability Indicator</i>	<i>Concern</i>	<i>Evidence</i>
Achievement (ELA, Math, Science)	In Math Achievement in the ALL students category students earned 0 out of 4 points.  In Science Achievement in the ALL students category students earned 1 out of 4 points.  In ELA Achievement in the lowest performing students category students earned 0 out of 4 points.	DESE School Accountability report 2019



	<p>In Science Achievement in the lowest performing students category students earned 0 out of 4 points.</p> <p>In Math Achievement in the lowest performing students category students earned 0 out of 4 points.</p>	
Growth (ELA, Math, Science)	<p>In ELA Growth in the lowest performing students category students earned 1 out of 4 points.</p> <p>In Math Growth in the lowest performing students category students earned 1 out of 4 points.</p>	DESE School Accountability report 2019
Discipline	During SY 18/19 6 students were LTS on 37H	WPS Baseline report
Chronic Absenteeism and Attendance	For SY' 17/18 there were 43 students considered chronically absent; during SY' 18/19 this number increased to 93 students which represents a 54% increase	WPS Baseline report
Advanced Coursework	In Advanced coursework students earned 0 out of 4 points	DESE School Accountability report 2019
Graduation and Dropout Rate	SY' 2017 the 4 year graduation rate was 99.1%, for SY' 2018 the 4 year graduation rate was 95.6%	DESE School profile

## IV. Action Plan

<b>Leadership, Shared Responsibility, and Professional Collaboration</b> <i>Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration</i> (Focus on improving core instruction and tiered interventions systems using a variety of data)	
<b>Prioritized Best Practices or Strategies</b> (Include targeted support to strengthen PLC practices and ensure access for all student populations)	<ol style="list-style-type: none"> <li>1) Academic teachers will share common assessments; formative results will allow teachers to target priority areas of student learning and improve instruction beginning with our lowest performers. Content area teachers will meet in PLC once a month with support from FIC and MCAS Specialist to review formative/summative data</li> <li>2) All department heads at WTHS will complete weekly rounds using the rubric provided by the district and focus on student engagement, time on learning, cognition, and targeted skills.</li> <li>3) All underclassmen will prepare for the SAT by taking the PSAT. Clever.com and Schoology will allow teachers to flip the classroom and assign Khan Academy SAT work to students.</li> <li>4) Students access their Naviance accounts to support their personal, academic and career planning goals. The Guidance Department has established a departmental goal to increase Naviance usage.</li> <li>5) Grade 9 EL students are scheduled within a Co-Teaching model in their English class; this maintains the successful pairing of faculty that began last year and had tremendous results on ACCESS testing.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> <li>1) FIC will meet with departments to facilitate and support PLC's at WTHS.</li> <li>2) The PSAT will be a school wide event, all administrators and academic teachers will organize and support this event.</li> <li>3) Chromebook cart scheduling has been prioritized to 9<sup>th</sup> and 10<sup>th</sup> grade content areas.</li> <li>4) EL team will meet twice monthly with the secondary EL Coach.</li> <li>5) ELA and Math Department will design a schedule for MCAS tutors to support the lowest performing students.</li> </ol>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> All academic teachers will participate in common planning to develop common assessments to improve targeted instruction with support.  All academic teachers participate in administering the PSAT. All academic teachers were trained to provide access to Khan Academy through College Board.  All CVTE instructors have been trained to show students how to access Naviance for their college and career readiness plans.	<b>Data Source:</b> MCAS “lowest performers” will receive targeted instruction to improve skills and test scores in ELA, Math, and Science  All underclassmen will take the PSAT; results will allow students to practice low-level skills through their Khan Academy Accounts.  100% of all 9th graders have engaged with Naviance by beginning to set academic goals, career and college planning, and personal and social inventories.

## IV. B. Action Plan

<b>Intentional Practices for Improving Instruction</b> <i>Employing intentional practices for improving teacher-specific and student-responsive instruction</i> (Focus on refining the use of observations and student-specific data so that constructive feedback to teachers is provided and student-specific needs are clearly identified to inform instructional responses)	
<b>Prioritized Best Practices or Strategies</b> (Include targeted support to ensure access for all student populations including EL and students with disabilities)	<ol style="list-style-type: none"> <li>1) SEI Strategies will be an area of focus during observations specific to formal/informal assessments.</li> <li>2) EL Secondary Instructional coach will visit WTHS classrooms 2x monthly to provide feedback around best practices for ELs</li> <li>3) Implement common planning on MCAS rubric, and grading calibration based on new expectations--target population "lowest performers"</li> <li>4) The Math Department will initiate a "Throwback Thursday" where they will revisit/reteach content to support student growth. All grade 9 and 10 students will participate in a mock exam in mid-November. Data collected from this assessment will be used to create lessons aligned to the standards in Google classrooms to supplement instruction.</li> <li>5) Invited MA Statewide Systems of Support Data Analysts to review DESE Accountability Report and work with our Science and Math instructors.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> <li>1) Provide PD workshops on linking technology instruction with content area instruction. Technology use will be supported and tracked through Aion app, ensuring equitable access for all students</li> <li>2) Departments will review in house scoring calibration; review old and new standards and provide technical support programs in all classrooms.</li> </ol>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Monitor data from the ACCESS test for student EPL movement  Increase percentage of CVTE Instructors receiving SEI endorsement  Aion app to monitor technology instruction.  Edscite used to model questions to prepare for the computer based assessment MCAS	<b>Data Source:</b> Students increase EPL level by 1 or more.  Student usage report for emails and Naviance  Students will be able to practice computer based assessments in ELA, Math and Science

## IV. C. Action Plan

<b>Providing Student-Specific Supports and Instruction to All Students</b> <i>Providing student-specific supports and interventions informed by data and the identification of student-specific needs</i> (Focus on developing a sophisticated approach to using systems of assessments, responding to assessments to deploy interventions and resources, and continuously reviewing the impact of interventions with students). (Specifically address students not meeting targets)	
<b>Prioritized Best Practices or Strategies</b> (Include targeted support to ensure access for all student populations including lowest 25%)	<ol style="list-style-type: none"> <li>1). The Math Department will initiate a “Throwback Thursday” where they will revisit/reteach content to support student growth. All grade 9 and 10 students will participate in a mock exam in mid-November. Data collected from this assessment will be used to create lessons in Google classroom, which are aligned to the standards to supplement instruction.</li> <li>2). Teachers will give instruction on the technology “tools” necessary to take the 2020 MCAS test. Scheduling of Chromebook carts will be prioritized for grade 9 and 10 ELA, Biology, and Math classes.</li> <li>3). ELA Teachers will implement strategies from SRSD training to support student achievement</li> <li>4). Identify targeted supports and programs to fully utilize new MCAS tutors to support lowest performing students.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<ol style="list-style-type: none"> <li>1). 9th grade Star Testing reports will allow all teachers to target priority to develop their curriculum, to differentiate instruction</li> <li>2). Support 9th and 10th grade students with formative and summative common Math assessments using Edscite, Throwback Thursday, and a new Google class designed to supplement instruction</li> <li>3). Increase the number of opportunities for common planning time among those who teach the lowest performing students</li> </ol>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Accountability Data, lesson plans Monthly department meeting agendas Monthly department meeting agendas, CPT schedule, Edscite reports	<b>Data Source:</b> Item Analysis, Star Testing Data Edscite Data

## IV. D. Action Plan

<b>A Safe, Respectful, and Collegial Climate for Teachers, Students and Families</b> <i>Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers</i> (Focus on developing a welcoming school through a safe and orderly climate that supports student learning within and outside the classrooms as well as a supportive and professional climate for teachers to collectively focus on and pursue efforts to increase student achievement)	
<b>Prioritized Best Practices or Strategies</b> <b>(Include practices that target new and incoming students)</b>	<ol style="list-style-type: none"> <li>1. Welcoming schools committee to review procedures and initiatives to plan interventions and acknowledge quarterly celebrations.</li> <li>2. Limit the number of non-instructional interruptions to the school day while supporting student culture; encourage after school clubs and activities to build student engagement and SEL learning.</li> <li>3. WTHS celebrates student kindness through the TED award, Thoughtful Thursdays and daily 365Z foundation quote of the day.</li> </ol> <p>School based initiatives:</p> <ul style="list-style-type: none"> <li>• Innovation Plan includes 5 half days for Professional Development. One day is for Annual Motivational Speaker Event</li> <li>• Electronic Bulletin Boards celebrating activities throughout the school</li> <li>• 80% staff usage of educational platform Schoology-- online grading and communication</li> <li>• Tech Google Classroom to share Agendas and Worcester Tech tools and information</li> <li>• Student and Family Homecoming community event</li> <li>• Monthly Site-Council meetings</li> <li>• Continue T.O.Y., Unsung hero, Perfect Attendance and Years of Service celebrations for all faculty and staff</li> <li>• Annual Staff Appreciation Luncheon, Ice Cream Social, and end of year Bar-B-Que for WTHS Team</li> </ul>
<b>Instructional Leadership Team Implementation</b> <b>(Explain how ILT members implement and measure school-wide strategies.)</b>	<ol style="list-style-type: none"> <li>1. PD to support technology training for Schoology and Google classroom</li> <li>2. Focused instructional coach 1:1 support educational platform training</li> <li>3. Website featuring Google calendar of School events</li> <li>4. WTHS uses data to inform decision making such as attendance reports</li> </ol>

**What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b> Increased technology usage in classroom during observations Transparency in grading/online access for students, parent access</p>	<p><b>Data Source:</b> Increased student usage of Schoology Student attendance at Homecoming event Increased student instruction through technology Increase of student attendance rate Decrease of discipline referrals</p>

## IV.E. Action Plan

<b>Reducing Chronic Absenteeism</b> <i>Providing student-specific supports and interventions informed by data and the identification of student-specific need.</i> (Focus on developing a climate that fosters home-school communication, student engagement, provides individualized supports for students and a system that regularly review the impact of interventions with students)	
<b>Prioritized Best Practices or Strategies</b> (Include targeted support to ensure access for all student populations)	<ol style="list-style-type: none"> <li>1. SEL team meets weekly to discuss student attendance with a focus on identifying and interventions and supports</li> <li>2. Create a Google spreadsheet accessible by Guidance and Administrative team to improve communication about student absences</li> <li>3. Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason</li> <li>4. Present student attendance award during student of the semester awards</li> <li>5. Continue 5 week review of attendance progress reports with students</li> <li>6. Technical programs emphasize career ready skills on attendance; students in many technical programs keep electronic time cards on an app.</li> <li>7. ID monitoring tardy students, after school detention issued for every three tardies.</li> <li>8. New SkillsUSA curriculum provides instruction and lessons on the importance of attendance at the workplace.</li> </ol>
<b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)	<p>ILT implemented an ID monitoring system, chronic tardiness is now immediately generated in a reporting system. Each Assistant Principal is provided with a report-tracking students arriving late to school; this system assigns a detention for every three tardies a student accrues.</p> <p>Attendance is supported and reinforced through Co-op program opportunities. Assistant Principals review student data including, attendance, and prior to approving eligibility for co-op and offsite work.</p>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Student consequences for tardies	<b>Data Source:</b> Student data on attendance, grades and detentions

## IV.F. Action Plan

<b>High School Graduation Rate and Persistence</b>	
<i>Providing school level, grade level and student-specific supports informed by data and the identification of student specific needs (Focus on developing systemic processes, procedures, routines and individual supports for students goal setting and benchmarking with a regular cycle for reviewing and assessing progress and ongoing needs)</i>	
<b>Prioritized Best Practices or Strategies (Include targeted support to strengthen all student populations)</b>	<ol style="list-style-type: none"> <li>1.) Career and College Fair</li> <li>2.) MCAC Day</li> <li>3.) Academy based student success teams monitor and review transcripts, attendance, and MCAS data to ensure all seniors are on track for graduation.</li> <li>4.) School-based teams work closely with students to identify the appropriate and most challenging classes so students graduate college and career ready.</li> <li>5.) Through department meetings, common planning/shared lessons for strategies to improve instruction and equitable access to technology for our lowest performers.</li> <li>6.) Increased communication/transparency using Google Apps like classroom</li> </ol>
<b>Graduation Rate and Persistence (Explain how team members support, monitor and measure school- wide strategies.)</b>	<ol style="list-style-type: none"> <li>1.) Intensive supports, such as PLATO credit recovery, attendance BuyBack, social-emotional support, are provided to students.</li> <li>2.) School based teams use a variety of data points to create student schedules and provide after school academic support.</li> <li>3.) Professional development to support teachers on Schoology and Google Suite, transparency in grading and missing work.</li> </ol> <p>Guidance monitors term grades and organizes support through SSP meetings with the student and their family/guardian.</p>
<b>What evidence (artifacts, data sources, observations, etc.) will you gather to monitor growth/change?</b>	
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> Letters home Guidance, parent and AP meetings Provide access to PLATO Student and parent access to Schoology online grading	<b>Data Source:</b> Graduation rate Schoology access reports PLATO reports



## V. Worcester Public Schools Professional Learning Plan

### Worcester Public Schools Professional Learning Plan (PLP)

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Worcester Technical High School	Kyle J. Brenner	

#### Professional Learning Priorities

PL Goal No.	Priorities	Planned Activities and Identified Group (as appropriate)
1	100% of students will improve their sentence-level writing skills.	<ol style="list-style-type: none"> <li>Teachers will utilize daily language activities, approximately five minutes at the beginning of class at least three days a week. DLAs will focus first on reviewing basic sentence structures, and then on compound and complex sentence structures.</li> <li>Students will study model sentences of great authors, by chunking sentence parts, unscrambling and combining them, and ultimately imitating at least fourteen sentence patterns.</li> <li>Students will utilize these sentence patterns freely in all types of their writing.</li> <li>Students will complete frequent real-time formative assessments, multiple quizzes per term, and a post-assessment.</li> <li>At each department meeting, at least one member will share a sentence-level writing best-practice.</li> <li>Common Planning will support strategy and lesson development.</li> </ol>
	100% of all freshmen and sophomores will utilize Self-Regulated Strategy Development independently in their writing.	<ol style="list-style-type: none"> <li>Students will take a writing pre-assessment within the first two weeks of class.</li> <li>We will hang posters throughout the building as reminders of the four key strategies (POWRE Writing, POW, TID (ID) E, ARMS and CUPS).</li> <li>In the first semester, students will be guided through steps of utilizing POW and TIDE in their essay planning.</li> <li>Teachers will attend professional development centering on grading per SRSD rubric.</li> <li>Students will take three more assessments over the course of the year to chart their progress.</li> </ol>

<p><b>2</b></p>	<p>100% of Science student will engage in differentiated instruction through increased implementation of authentic learning experiences: classroom lab experiences, virtual labs, Science digital learning resources and research. Differentiated instruction in Science classes will increase student comprehension and retention.</p>	<ol style="list-style-type: none"> <li>1. Teachers of the Science department will implement at least one weekly assignment (classwork/homework/assessment) that models authentic Science experiences</li> <li>2. Common Planning will support development of authentic learning experiences.</li> <li>3. PD by the department and school will be provided to support teacher access and use of authentic learning technology tools.</li> </ol>
	<p>Technology will be integrated into the curriculum of all Science students. This implementation will result in a 10% increase on department computer-based assessments.</p>	<ol style="list-style-type: none"> <li>1. Specific computer-based strategies for EL and Special Education students will be developed, implemented and referenced in lesson plans.</li> <li>2. Common planning will support the development and sharing of new computer based assessments.</li> <li>3. Teacher computer-based lessons and assessments will be supported by the department head and the instructional coach.</li> <li>4. PD will be provided and instructional support, on google applications (docs, slides, forms, classroom, sites), virtual labs, computerized tests, discussion posts, submitting assignments online, schoology, google classroom, and WebQuests.</li> </ol>
<p><b>3</b></p>	<p>100 % of sophomore students will be provided with review of content they learned in their previous courses. Our 10th grade students will increase proficiency in the standards of the courses they previously took.</p>	<ol style="list-style-type: none"> <li>1. Students will have weekly practice, which the WTHS Math department will call “Throwback Thursday” to review those standards that they worked on in their previous year’s Math class. (i.e. Geometry classes will focus on Algebra 1 standards)</li> <li>2. Teachers will create common monthly assessments on Edcite which address content standards that were considered areas of which we need to improve upon.</li> <li>3. Scores on “Throwback Thursday” monthly quiz to show students’ progress in regards to these standards</li> </ol>
	<p>Math department faculty will incorporate technology applications and tools into 100% of their lessons with a focus of engaging even the most reluctant of learners. Faculty will evidence this by referencing in their bi-weekly lesson plans; summative and formative student data; and formal/informal observations.</p>	<ol style="list-style-type: none"> <li>1. Use October PD day to learn about different technology based apps used in Math Classes.</li> <li>2. Monthly common planning time will be used to make computer based assessments</li> <li>3. Visit peers to observe technology in action in the classroom</li> </ol>