

Worcester Technical High School End-of-Year Reflections & Next Steps, 2014-2015

Each year, Instructional Leadership Teams reflect on their yearly progress, as measured by adult actions and performance indicators, and recommend future actions.

<p>Goal: 94% of students will score at or above proficient level on the 2015 ELA MCAS. Goal Met 96% of students scored proficient or above on the 2015 ELA MCAS</p>	
<p>What worked well?</p>	<p>Worcester Technical High School saw a large increase in the number of students scoring advanced on the 2015 ELA MCAS. Forty-six percent of students scored in advanced in 2015, an increase from 24% in 2014 and 33% in 2013.</p> <p>Worcester Technical High School students earned 71% of the open response points and 76% of the writing prompt points, surpassing the state average of 61% and 69% respectively.</p> <p>Median SGP for the following subgroups was within DESE suggested growth parameters: students with disabilities was 51, ELL was 60, and low income was 61.</p>
<p>What improvements are needed?</p>	<p>Worcester Technical High School will focus on the English Language Learner and students with disabilities subgroups to improve the percentage of students scoring in advanced. Only four percent of students with disabilities and five percent of English Language Learner students scored advanced.</p> <p>Worcester Technical High School students earned 77% of total multiple choice points which was higher than the district earning 69% of total multiple choice points but lower than the state average of 80% of the multiple choice points.</p>

What are our next steps?	Grade 9 and grade 10 ELA teachers will continue to use a pre and post test for all students. These test will provide valuable real time data for teachers to adapt instruction, as necessary. The ELA department adopted the DDM for grades 9 and 10 to improve concentration in developing argumentative essays. In the writing portfolio, we increased the requirement for argumentative essays from 1 per year to 1 per quarter. Worcester Technical High School is continuing the two new ELA initiatives on prefixes/suffixes and grammar. Lesson plan templates are all designed to address common core standards and teachers are using curriculum maps to track standards. The ELA department is looking to expand SAT preparation for students.
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Goal: 85% of students will score at or above the proficient level on the 2015 Mathematics MCAS
Goal not met. 80% of students scored at or above the proficient level on the 2015 Math MCAS

<p>What worked well?</p>	<p>Although the goal was not met, 53% of students scored into the advanced performance level, an increase from 39% the previous year, which surpasses the district 35% of students scoring advanced in 2015.</p> <p>Although the goal was not met, the median student growth percentile was 68, a large increase from 60, the previous year.</p> <p>Worcester Technical High School students received 76% of multiple choice points which met the state percentage and 69% of short answer points surpassing the state percentage of 68%.</p>
<p>What improvements are needed?</p>	<p>Worcester Technical High School students earned 58% of total open response points, while the state received 60% of total open response points. The previous year in 2014, students earned 58% of total open response points, remaining the same. However, the gap between school and the state was narrowed as the previous year there was a difference of 4 percentage points.</p> <p>We need to focus on special education students as our non-special education population scored 89% proficient or higher. The students with disabilities subgroup scored 27% proficient or higher.</p>

What are our next steps?	<p>The math department will refocus on increasing students' ability to earn a 3 or a 4 on open response questions. Teachers will assign at least 2 open response questions per week in Algebra I, Geometry and sophomore Algebra 2 classes, which will be documented through lesson plan submittal to the department head. At professional development days, special education teachers will join the math department meetings to review best practices.</p> <p>Through the use of assistments, teachers will focus on improving identified student weaknesses and review previously taught content. Math teachers will provide coaching for resource math teachers to understand and use assistments with the special education students.</p>
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Goal:

100% of students in grades 9-12 will participate in a rigorous safety review and pass a written and performance safety test to ensure proper use of equipment and handling of materials. This will be completed in technical areas as well as science laboratories.

What worked well?

The number of student accidents in technical programs decreased from 43 in 2012-13 to 26 in 2013-14 but had 27 in 2014-15. All technical programs incorporate Strand 1 Safety and Health Knowledge Skills of the Vocational Technical Education Framework.

Incorporated strand 1 (see below) into Grade 9 exploratory schedule.

- 1.A.01 Demonstrate appropriate health and safety practices based on the specific occupational area.
 - 1.A.01.01 Identify, describe and demonstrate the effective use of Safety Data Sheets (SDS).
 - 1.A.01.02 Read and interpret chemical, product and equipment labels to determine appropriate health and safety considerations.
 - 1.A.01.03 Identify, describe and demonstrate personal, shop and job site safety practices and procedures.
 - 1.A.01.04 Demonstrate safe dress and use of relevant safety gear, personal protective equipment (PPE) and ergonomics, e.g., wrist rests, adjustable workspaces, equipment, gloves, proper footwear, earplugs, eye protection and breathing apparatus.
 - 1.A.01.05 Demonstrate appropriate safe body mechanics, including appropriate lifting techniques and ergonomics.
 - 1.A.01.06 Locate emergency equipment, first aid kit, SDS information directories and emergency action/response plan/escape routes in your lab, shop and classroom, including labels and signage that follow OSHA Hazard Communication Program (HAZCOM), eyewash stations, shower facilities, sinks, fire extinguishers, fire blankets, telephone, master power switches and emergency exits.
 - 1.A.01.07 Demonstrate the safe use, storage, and maintenance of every piece of equipment in the lab, shop and classroom, e.g., the OSHA Lockout/Tagout Program (LOTO).

The science department had safety trainings at each of their monthly department meetings. In addition, students in science classes watch a movie, sign a contract that they watched the movie, sign additional contracts for safety expectations and take a test on safety procedures.

Shops, such as welding, celebrated milestones of days without student accidents with pizza parties.

What improvements are needed?	Continue to increase the number of technical teachers trained and certified to teach in OSHA 10 general industry/construction card.
What are our next steps?	Continue to increase the number of technical teachers trained and certified to teach in OSHA 10 general industry/construction card. Continue to have monthly safety meetings at science department meetings. We will analyze data to recognize trends in academics/shops to implement safety strategies to reduce/eliminate student accidents.

<p>Goal: WTHS will employ various communication strategies to effectively inform community partners and 100% of families of important school business, news and accountability plan.</p>	
<p>What worked well?</p>	<p>Guidance quarterly was mailed to all parents and partners last year. The school newspaper, Tradewinds, had 4 editions during school year 2014-15. WTHS hosted a College Fair in Fall 2014 and had 29 higher education institutions in attendance. Worcester Tech also hosted a successful financial aid night for students and parents in March 2015. The Worcester Technical High School school accountability plan and the STEM early career and college plan are posted on the WTHS portal page. WTHS hosted its first job fair in spring 2015 with 20 employers. General advisory meetings were held twice per year. Know Your School Night had over 1,000 people in attendance.</p>
<p>What improvements are needed?</p>	<p>Increase the number of parents accessing the WTHS portal page. Continue to post daily school announcements and update WTHS portal page as needed.</p>
<p>What are our next steps?</p>	<p>Promote parent/guardian use of portal at Know Your School Night and 8th grade Open House. Recruit technical students to staff a table at these events to assist families and partners to access and navigate the portal page. A financial aid night will be held November 2015 for students and families. Naviance will be used to communicate with students and their parents. We want to explore adding advisory board members to Naviance so they receive the same communications. Continue to publish Guidance Quarterly and Tradewinds newspaper.</p>

<p>Goal: WTHS will enter phase II of the WTHS STEM Early Career College Plan by increasing the number of participants at school sponsored events and increase the number of STEM partnerships with two and four year universities and STEM local businesses and industry in order to actively engage parents and community members in the WTHS STEM ECCHS.</p>	
<p>What worked well?</p>	<p>Worcester Technical High School spring general advisory meeting had over 350 participants representing parents, higher education and business/industry. WTHS hosted many successful events during the school year:</p> <ul style="list-style-type: none"> • Parent student financial aid night • 8th grade Open House • Know Your School Night • Freshmen Family Welcome Reception • Senior Awards • AP Awareness Night • College Fair • Liz Murray motivational event • Senator Elizabeth Warren visit • The first annual Mustang raffle • UMASS Medical Students mentoring Biotechnology students • Hosting local, national and international visitors to promote partnerships and awareness of vocational education • National Honor Society and Student Council promote community service
<p>What improvements are needed?</p>	<p>Increase the number of dual enrollment opportunities between 2 and 4 year colleges. Increase the rigor of laboratory sciences</p>

What are our next steps?	The administration team and department heads will work with technical programs to develop dual enrollment opportunities. In addition, we will work to strengthen our advisory partnerships.
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