



# Report of the Superintendent



Courtesy of the Telegram and Gazette

## End of Cycle Summative Evaluation Report

Maureen Binienda

November 15, 2018



# 3 Year Progress Report

# Leveraging Leadership

## YEAR 1

- School Site Visits & Observation
- Principal Monthly Meeting format changed to full day PD
- Increased and expanded professional learning offerings
- Began Turnaround Site Visits collaboratively with WPS staff at elementary schools

## YEAR 2

- Began New Principals Leadership Institute
- Began New Principal Mentor Program
- Initiated year long coaching model & in school supports - Elementary
- Initiated Principal Network - Elementary
- Turnaround Site Visits - expanded to more elementary schools, a middle school and a high school
- District Driven PLC Procedures
- Increased and expanded professional learning offerings

## YEAR 3

- New Principals Leadership Institute
- New Principal Mentor Program
- Year long coaching model & in school supports - Elementary
- Initiated year long coaching model & in school supports - Secondary
- Principal Network con't- Elementary
- Initiated Principal Network - Middle
- Turnaround Site Visits expanded to all middle schools
- Assistant Principal Network Initiated
- Principals Digital Learning Leadership Cohort
- Administrative Cohort re-designed

# Monitoring Student Achievement & Performance

## YEAR 1

- District-school level data meetings
- District-wide MCAC day in all schools
- Districtwide PSAT and SAT
- Initiated common math assessments
- Accountability Spring 2017:
  - No level for district
  - Students grades 3-8 took MCAS 2.0
- Initiated Chronic Absenteeism District Committee

## YEAR 2

- 2% decrease in chronic absenteeism
- Increase in Advanced Placement (AP) course offerings
- Increase in number of students taking AP
- Accountability Spring 2018:
  - WPS not requiring assistance or intervention
  - 55% overall progress
  - Elm Park exits Level 4
  - Commendation Schools: McGrath and Wawecus Rd. Schools

## YEAR 3

- Reduction in the number of schools requiring intervention/assistance (bottom 10%)
- Increased Advanced Placement (AP) course offerings
- Initiated STAR assessment, K-9
- Initiated pathways to college programs for SLIFE students

# Curriculum & Instruction

## YEAR 1

- Head Start STEM rooms expand and used as a model for elementary STEM
- Reorganization of Office of Curriculum & Professional Learning - including curriculum liaisons
- Workshops as a Professional Learning Model
- Targeted & tracked school visits by curriculum liaisons
- School-wide PSAT/SAT

## YEAR 2

- Head Start initiates Reggio Emilia approach in selected classrooms
- enVision Math Program launched
- Elementary Coaching Trios began
- Atlas, curriculum platform introduced
- Increased number of AVID schools & AVID supports
- Expansion of AP Program to include AP Capstone Diploma courses
- Focus on structure of PLC's with guiding document and related training
- Created Office of Instructional Technology and Digital Learning

## YEAR 3

- Head Start expands Reggio Emilia classrooms
- WPS Pre-K PD and monthly curriculum communication initiated
- Classrooms Adoption & Training of:
  - Fountas & Pinnell Classroom
  - CIA Read Side By Side
  - SRSD
  - STAR Assessment
- Initiated Secondary Coaching Trios
- AVID schools increased to include NCC programs
- District-wide use of Atlas Curriculum Platform
- AP- Vertical Alignment Training
- Focus on structure of district & school based PD- HQPL document

# Culture & Climate

## YEAR 1

- First Employee Back to School Session: “From Homeless to Harvard”, Liz Murray
- District focus: Aligned literacy instruction
- Management visited schools on a regular basis
- Informal, elementary principal meetings initiated for networking

## YEAR 2

- 2nd Employee Back to School Session: “The Power of One”, Manny Scott
- District Focus: collaborative leadership structures
- Collaborated in citywide coalition to support families relocated from PR and AVI following hurricanes
- One of 4 statewide regional support staff to assist other districts in meeting needs of homeless students
- Increased clinicians, SAC’s, behavioral specialists

## YEAR 3

- 3rd Employee Back to School DCU Event: “Don’t Judge a Book by It’s Cover”, Dr. Adolph Brown
- District focus: identifying and sharing successful elements of “Welcoming Schools”
- Family College & Career Expo with Hanover & MassEdco
- Initiated training on culturally responsive practices for family engagement
- “Welcome to WPS” meetings for English Learners
- Member of Mayor’s Latino Education Commission
- Collaboration with cultural & religious organizations to increase parent engagement and early literacy
- Initiating ELPAC (English Learners Parent Advisory)
- Working with doubled up families in coordination with Worcester Housing Authority.
- Increased clinicians, SACs, behavioral specialists



Opening Day, Year 3  
August 24, 2018



# Improving Outcomes in Targeted Schools

## YEAR 1

- 6 under performing elementary schools targeted (Goddard, Lincoln St., Grafton St. Clark St. Quinsigamond, Elm Park)
- Targeted PD
- Common Planning Time
- Developed WPS format for monitoring site visits using district administrators and teachers

## YEAR 2

- 8 underperforming elementary and 1 high school targeted (Goddard, Lincoln St., Grafton St., Clark St., Quinsigamond, Elm Park, Vernon Hill, Chandler Magnet )
- Initiated Elementary Turnaround Leaders Network
- Developed, implemented and monitored action steps
- Targeted, individualized support
- District Monitoring Site Visits

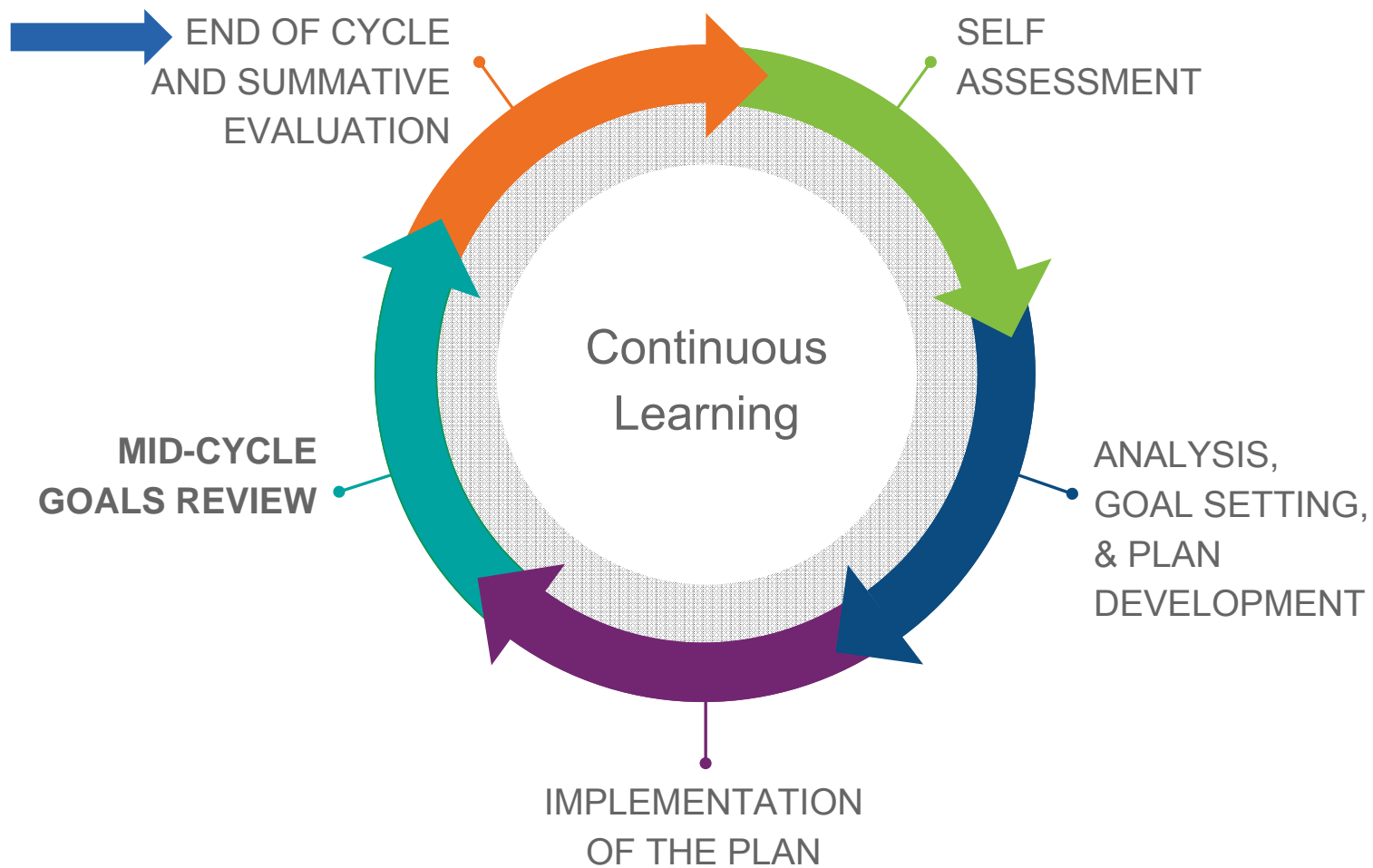
## YEAR 3

- 1 underperforming elementary, 3 underperforming middle schools, 1 underperforming high school targeted (North High, Burncoat Middle, Sullivan Middle List, Worcester East Middle, Grafton St.)
- Continued Elementary Turnaround Leaders Network including those who exited
- Initiated Middle School Turnaround Leaders Network
- Developed, implemented and monitored action steps
- Targeted, individualized support
- District Monitoring Site Visits
- Boston Public Schools visit Elm Park to hear “lessons learned”
- Successful turnaround principals coaching colleagues





# **End-of-Cycle Summative Evaluation Report: Superintendent**



## End-of-Cycle Summative Evaluation Report: Superintendent



Superintendent: Maureen Binienda

Evaluator: \_\_\_\_\_

Name

Signature

Date

### Step 1: Assess Progress Toward Goals (Complete page 3 first; circle one for each set of goal[s].)

Professional Practice Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
Student Learning Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
District Improvement Goal(s)	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded

### Step 2: Assess Performance on Standards (Complete pages 4–7 first; then check one box for each standard.)

#### Indicators

**Unsatisfactory** = Performance on a standard or overall has not significantly improved following a rating of *Needs Improvement*, or performance is consistently below the requirements of a standard or overall and is considered inadequate, or both.

**Needs Improvement/Developing** = Performance on a standard or overall is below the requirements of a standard or overall but is not considered to be Unsatisfactory at the time. Improvement is necessary and expected. For new superintendents, performance is on track to achieve proficiency within three years.

**Proficient** = Proficient practice is understood to be fully satisfactory. This is the rigorous expected level of performance.

**Exemplary** = A rating of Exemplary indicates that practice significantly exceeds Proficient and could serve as a model of practice regionally or statewide.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
Standard I: Instructional Leadership	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
Standard II: Management and Operations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard III: Family and Community Engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Standard IV: Professional Culture	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

**Step 3: Rate Overall Summative Performance** (*Based on Step 1 and Step 2 ratings; circle one.*)

Unsatisfactory

Needs Improvement

Proficient

Exemplary

**Step 4: Rate Impact on Student Learning** (*Check only one.*)

Low



Moderate



High



**Step 5: Add Evaluator Comments**

Comments and analysis are recommended for any rating but are required for an overall summative rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory* or Impact on Student Learning rating of *high* or *low*.

**Comments:**

## Superintendent's Performance Goals



Goals should be SMART and include at least one goal for each category: professional practice, student learning, and district improvement.  
Check one box for each goal.

Goal(s)	Description	Did Not Meet	Some Progress	Significant Progress	Met	Exceeded
<b>Professional Practice</b>						
1	By June 2018, Mrs. Binienda will continue to develop skills in instructional leadership by completing all requirements of the second year of the New Superintendent's Induction Program.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Student Learning</b>						
2	By November 2018, Mrs. Binienda will provide high quality learning opportunities and resources to all students through the development and implementation of a comprehensive curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>District Improvement</b>						
3	By November 2018, Mrs. Binienda will develop a district technology plan that prioritizes and supports student learning and achievement through increasing the digital literacy skills of students, staff and district administration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4	By November 2018, Mrs. Binienda will strengthen educator and administrator capacity by providing effective professional development, monitoring of practice and use of the MA DESE evaluation system.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5	Through November 2018, Mrs. Binienda will continually analyze district data to increase rigorous learning opportunities for all students through advanced and specialized courses, implementation of career pathways and supportive interventions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Other Goals (if any)</b>						
6	Through November 2018, Mrs. Binienda will continually support the development of a positive school climate in all schools by monitoring intensified research tiered interventions of social and emotional learning and by consistent enforcement of appropriate disciplinary rules and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## Superintendent's Performance Rating for Standard I: Instructional Leadership



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>I-A. Curriculum:</b> Ensures that all instructional staff design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	
<b>I-B. Instruction:</b> Ensures that practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>I-C. Assessment:</b> Ensures that all principals and administrators facilitate practices that propel personnel to use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>I-D. Evaluation:</b> Ensures effective and timely supervision and evaluation of all staff in alignment with state regulations and contract provisions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>I-E. Data-Informed Decision Making:</b> Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Overall Rating for Standard I</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*)

SEE THE FOLLOWING SLIDE

Examples of evidence superintendent might provide:

- |   |   |   |
|---|---|---|
| <input type="checkbox"/> Goals progress report  | <input type="checkbox"/> Analysis of staff evaluation data                      | <input type="checkbox"/> Relevant school committee meeting agendas/materials    |
| <input type="checkbox"/> Analysis of classroom walk-through data                              | <input type="checkbox"/> Report on educator practice and student learning goals | <input type="checkbox"/> Analysis of leadership team(s) agendas and/or feedback |
| <input type="checkbox"/> Analysis of district assessment data                                 | <input type="checkbox"/> Student achievement data                               | <input type="checkbox"/> Protocol for school visits                             |
| <input type="checkbox"/> Sample of district and school improvement plans and progress reports | <input type="checkbox"/> Analysis of student feedback                           | <input type="checkbox"/> Other: _____   |
|   | <input type="checkbox"/> Analysis of staff feedback                             |   |



# Standard I: Instructional Leadership Comments

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- Continually monitored and assessed progress, provided feedback, and connected administrators to additional supports as needed
- Ensured that principals knew and employed effective strategies and practices for helping educators to improve instructional practice
- Supported administrators to develop and attain meaningful, actionable, and measured professional practice, student learning, and school improvement goals
- Guided and supported administrators in identifying a range of appropriate data sources and effectively analyzing the data for decision making purposes

## Superintendent's Performance Rating for Standard II: Management and Operations



Check one box for each indicator and circle the overall standard rating.

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<b>II-A. Environment:</b> Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-B. Human Resources Management and Development:</b> Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-C. Scheduling and Management Information Systems:</b> Uses systems to ensure optimal use of data and time for teaching, learning, and collaboration, minimizing disruptions and distractions for school-level staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-D. Law, Ethics, and Policies:</b> Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>II-E. Fiscal Systems:</b> Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district- and school-level goals and available resources.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>Overall Rating for Standard II</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

SEE THE FOLLOWING SLIDE

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Budget analyses and monitoring reports
- ☐ Budget presentations and related materials
- ☐ External reviews and audits
- ☐ Staff attendance, hiring, retention, and other HR data

- ☐ Analysis of student feedback
- ☐ Analysis of staff feedback
- ☐ Analysis of safety and crisis plan elements and/or incidence reports

- ☐ Relevant school committee meeting agendas/minutes/materials
- ☐ Analysis and/or samples of leadership team(s) schedule/agendas/materials
- ☐ Other: \_\_\_\_\_

## Standard II: Management and Operations Comments

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- Established systems, plans, procedures, and routines that empower administrators, students and staff to implement orderly and efficient student entry, dismissal, meals, class transitions, assemblies, and recess
- Provided multiple opportunities for administrator and educator growth and learning
- Provided the resources and support for all school personnel to understand and comply with state and federal laws and mandates, school committee policies, and collective bargaining agreements
- Used budget limitations to create new opportunities for improvement, when possible
- Allocated and managed expenditures consistent with district/school level goals and seek alternative funding sources

## Superintendent's Performance Rating for Standard III: Family and Community Engagement

	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
<b>III-A. Engagement:</b> Actively ensures that all families are welcome members of the classroom and school community and can contribute to the effectiveness of the classroom, school, district, and community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>III-B. Sharing Responsibility:</b> Continuously collaborates with families and community stakeholders to support student learning and development at home, school, and in the community.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>III-C. Communication:</b> Engages in regular, two-way, culturally proficient communication with families and community stakeholders about student learning and performance.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
<b>III-D. Family Concerns:</b> Addresses family and community concerns in an equitable, effective, and efficient manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
<b>Overall Rating for Standard III</b> (Circle one.)	The education leader promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the district and its schools.			

Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

SEE THE FOLLOWING SLIDE

Examples of evidence superintendent might provide:

- ☐ Goals progress report
- ☐ Participation rates and other data about school and district family engagement activities
- ☐ Evidence of community support and/or engagement

- ☐ Sample district and school newsletters and/or other communications
- ☐ Analysis of school improvement goals/reports
- ☐ Community organization membership/participation/contributions

- ☐ Analysis of survey results from parent and/or community stakeholders
- ☐ Relevant school committee presentations and minutes
- ☐ Other: \_\_\_\_\_

## Standard III: Family and Community Comments

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- Worked with administrators, families, and organizations to identify and remove barriers to family involvement
- Worked to increase the number of organizations that the district partnered with in order to deepen relationships and increase partner contribution
- Provided systems and support for all school personnel to reach out to families proactively, as soon as concerns arose



## Superintendent's Performance Rating for Standard IV: Professional Culture



	Unsatisfactory	Needs Improvement	Proficient	Exemplary
<i>Check one box for each indicator and circle the overall standard rating.</i>				
<b>IV-A. Commitment to High Standards:</b> Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>IV-B. Cultural Proficiency:</b> Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>IV-C. Communication:</b> Demonstrates strong interpersonal, written, and verbal communication skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>IV-D. Continuous Learning:</b> Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>
<b>IV-E. Shared Vision:</b> Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	X
<b>IV-F. Managing Conflict:</b> Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.	<input type="checkbox"/>	<input type="checkbox"/>	X	<input type="checkbox"/>

Overall Rating for Standard IV (Circle one.)	The educational leader promotes the learning and growth of all students and the success of all staff by nurturing and sustaining a districtwide culture of reflective practice, high expectations, and continuous learning for staff.
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Unsatisfactory

Needs Improvement

Proficient

Exemplary

Comments and analysis (recommended for any overall rating; required for overall rating of *Exemplary*, *Needs Improvement* or *Unsatisfactory*):

SEE THE FOLLOWING SLIDE

Examples of evidence superintendent might provide:

- |  |  |   |
|--|--|---|
| <input type="checkbox"/> Goals progress report                             | <input type="checkbox"/> School visit protocol and sample follow-up reports    | <input type="checkbox"/> School committee meeting agendas/materials         |
| <input type="checkbox"/> District and school improvement plans and reports | <input type="checkbox"/> Presentations/materials for community/parent meetings | <input type="checkbox"/> Sample of leadership team(s) agendas and materials |
| <input type="checkbox"/> Staff attendance and other data                   | <input type="checkbox"/> Analysis of staff feedback                            | <input type="checkbox"/> Analysis of staff feedback                         |
| <input type="checkbox"/> Memos/newsletters to staff and other stakeholders | <input type="checkbox"/> Samples of principal/administrator practice goals     | <input type="checkbox"/> Other: _____                                       |



## Standard IV: Professional Culture Comments

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- Led administrators to develop core values and use them to guide decision making
- Planned and facilitated engaging administrator team meetings in which groups of administrators learn together and create solutions to instructional leadership issues
- Demonstrated openness and commitment to learning, reflected on her own personal practice, reviewed student data, current research, and best practices to improve her own leadership
- Modeled a variety of strategies for responding respectfully and effectively to disagreement

# Professional Practice Goal 1

Did not  
meet

Some  
progress

Significant  
Progress

Met



Exceeded

By June 2018,  
Superintendent Binienda  
will continue to develop  
skills in instructional  
leadership by completing  
all requirements of the  
second year of the New  
Superintendent's  
Induction Program (NSIP).

# Goal 1 Evidence

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- Documented attendance and completed assignments from NSIP trainings
- Participated in Urban Superintendents' Meetings
- Documented coaching sessions with NSIP Advisor



## New Superintendent Induction Program

Empowering new superintendents to accelerate student learning through strategic leadership

# Goal 1 Evidence

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## **USN Meeting Dates**

September 15, 2017  
October 13, 2017  
November 17, 2017  
December 8, 2017  
January 12, 2018  
February 2, 2018  
March 2, 2018  
April 6, 2018  
May 4, 2018

## **NSIP Training**

September 13, 2017  
October 5, 2017  
November 16, 2017  
January 11, 2018  
February 8, 2018  
April 4, 2018  
May 3, 2018  
June 14, 2018

## **NSIP Advisor Coaching Sessions**

September 7, 2017  
October 18, 2017  
November 30, 2017  
December 8, 2017  
January 16, 2017  
April 26, 2018  
May 16, 2018  
May 24, 2018

# Student Learning Goal 2

Did not  
meet

Some  
progress

Significant  
Progress

Met



Exceeded

By November 2018, Superintendent Binienda will provide high quality learning opportunities and resources to all students through the development and implementation of a comprehensive curriculum.

# Goal 2 Evidence

## Advanced Placement

- Added AP Research course
- Increased the number of students participating in AP courses
- Selected as 1 of 3 Superintendents to serve on the National College Board Leadership Advisory Board

### Number of AP students

SY 16-17 - 1,448

SY 17-18 - 1,757

SY 18-19 - 1,662

### Number of AP exams

SY 16-17 - 2,470

SY 18-19 - 3,015

15%↑  
AP Students





# Goal 2 Evidence

## PSAT/SAT

- Increased the number of students linked to Khan Academy support for improvement by 5%
  - 19% of enrollment (1,245 students) on 11/2017
  - 29% of enrollment (2,482 students) 5/2017

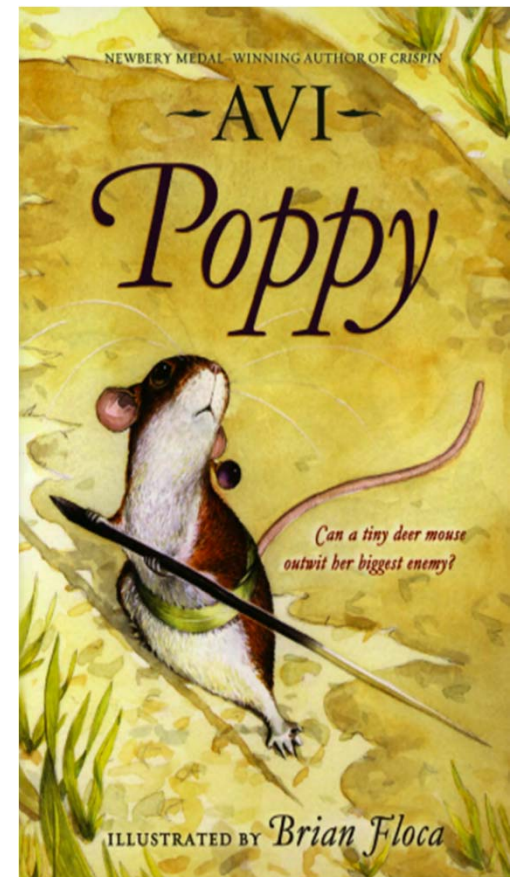
## Guidance

- My CAP piloted at two middle schools: Challenge and Reach Academy and Forest Grove Middle School

## Literacy

- Launched Fountas and Pinnell Classroom (K-2) and CIA Read Side by Side reading program (3-6)

10%↑



# Goal 2 Evidence

## Literacy (continued)

- Expanded the SRSD “Writing in Response to Reading” to all elementary schools and expanded it to Worcester East Middle School and North High School
- Implemented and monitored the Early Literacy Grant Initiative
- Implemented Word Generation at Chandler Elementary, Chandler Magnet, Thorndyke Road and Grafton Street schools
- Enhanced specialized tier 2 & tier 3 instruction in middle schools using Just Words and Wilson Reading Systems



# Goal 2 Evidence

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## Mathematics

- Initiated and continued to conduct and analyze quarterly standards based common assessments to guide instruction
- Obtained 3 year grant funding for the implementation of the STE Math Program at Union Hill
- Continued to partner with Mass Insight for Education on the Gateway to College Success Grant for the improvement of secondary math outcomes at Sullivan Middle, Worcester East Middle, North High, and South High schools

# Goal 2 Evidence

## Social Studies

- Developed an implementation plan for the new MA DESE History/Social Studies standards
- Increased the number of Model United Nations Clubs from 2 to 8 schools



# Goal 2 Evidence

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## World Languages

- Engaged responsively with families and higher education, businesses and community partners to develop and enhance opportunities for all students
- Initiated language proficiency rubric for writing

## Health/Physical Education

- Developing an updated Health Curriculum for grades 6 & 7
- Initiated Unified Friendship Games in grades K-2 for regular and Special Education students
- Implementing Project Here Grant for Substance Abuse Prevention
- Implemented a Hands Only CPR Community Challenge in which high school students trained others at community events in collaboration with the American Heart Association and community partners



# Goal 2 Evidence

## Science

- Expanded Project Lead the Way to Jacob Hiatt Magnet School
- Purchased, planned, and provided targeted professional development for use of the new grade 8 science texts to teachers
- Aligned Science Curriculum PreK - 12, to Framework Standards
- Supported students in afterschool Science and Technology/Engineering Programs with independent research and participation in the Regional Science and Engineering Fair at WPI
- Expanded after school robotics programs to 13 elementary schools





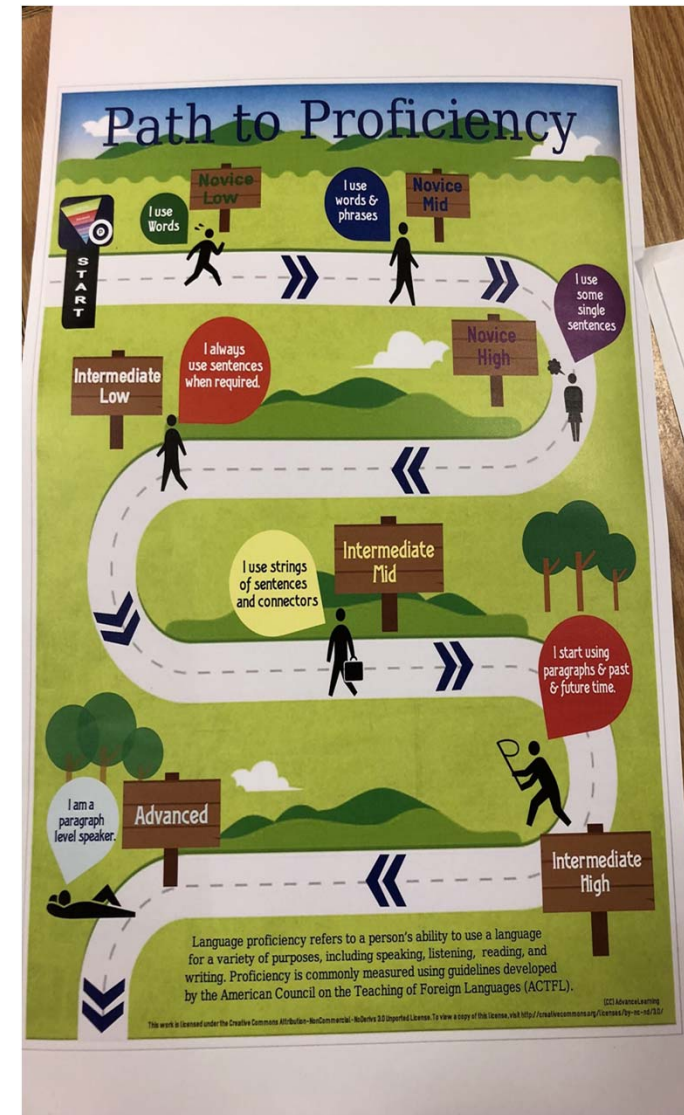
# Goal 2 Evidence

## English Language Learners

- Expanded the Dual Language Program to grade 7 at Burncoat Middle School and planning for further extension to grades 8 and 9 at Burncoat High School
- Worked with DESE to provide the Seal of Biliteracy as a high school diploma/transcript credential

## Career/Vocational Technical Education (CVTE)

- DESE approved three new Chapter 74 programs at South High Community School: Early Childhood, Diesel Technology and Culinary Arts



# Goal 2 Evidence

## Visual and Performing Arts

- Development of additional community partnerships
- Accepted as a Kennedy Center Partner in Education with Hanover Theatre
- Designed the Art of Variability, in partnership with Very Special Arts (VSA) Massachusetts
- Utilized the Universal Design for Learning (UDL)
- Burncoat Unites, an instrumental program provided by teens teaching elementary students after school
- Master classes from Worcester Schubertiade
- Partnership with Lincoln Center for Education to support professional development at Burncoat Middle School
- Master classes, usher program and free tickets for Dance, Theater and Music students provided by Music Worcester
- Internships in partnership with cultural organizations



# Goal 2 Evidence

## Digital Literacy and Computer Science (DLCS)

- Assembled a district team for participation in the Massachusetts PACE (Programming the Acceleration of Computing and Equity)
- Added 3 middle school and 1 high school course



## Summer 2017- 2018 Interventions/Supports

- Camp Explore and Camp Invention (K-5), offerings for all elementary schools
- Ongoing partnership with Recreation Worcester summer and school year
- EL summer school for elementary, middle and high school students
- Middle/High School Summer School with a credit buyback option
- 21st Century summer and school year program at four middle schools

# Goal 2 Evidence

## School Year Interventions/Supports

- Systemwide universal/targeted SEL supports
- HEARS clinical support at identified schools and afterschool at Worcester East Middle School
- Positive Directions (8-12) Family Health
- Behavioral/therapeutic services for students in specialized programs
- Expanded before and after school child care
- Math games, before and after school (elementary, 2016-2017)
- Increased targeted, intervention math and literacy classes at the secondary level
- After school tutoring for ELs in middle and high schools
- After school MCAS tutoring for high school students in ELA, Math and Biology
- After School Tutoring for low achieving CTVE students (9-12)
- Exploring Community School models and possible funding sources with community agencies





# District Improvement Goal 3

Did not  
meet

Some  
progress

Significant  
Progress



Met

Exceeded

By November 2018, Superintendent Binienda will develop a district technology plan that prioritizes and supports student learning and achievement by increasing the digital literacy skills of students, staff, and district administration.



# Goal 3 Evidence

- Created districtwide Digital Learning and Technology Committees
- Developed a Technology Plan
- Developed and implemented the “Innovative Teacher Leadership Project” (iTeacher) with the goal of placing a Google Certified Educator in each school





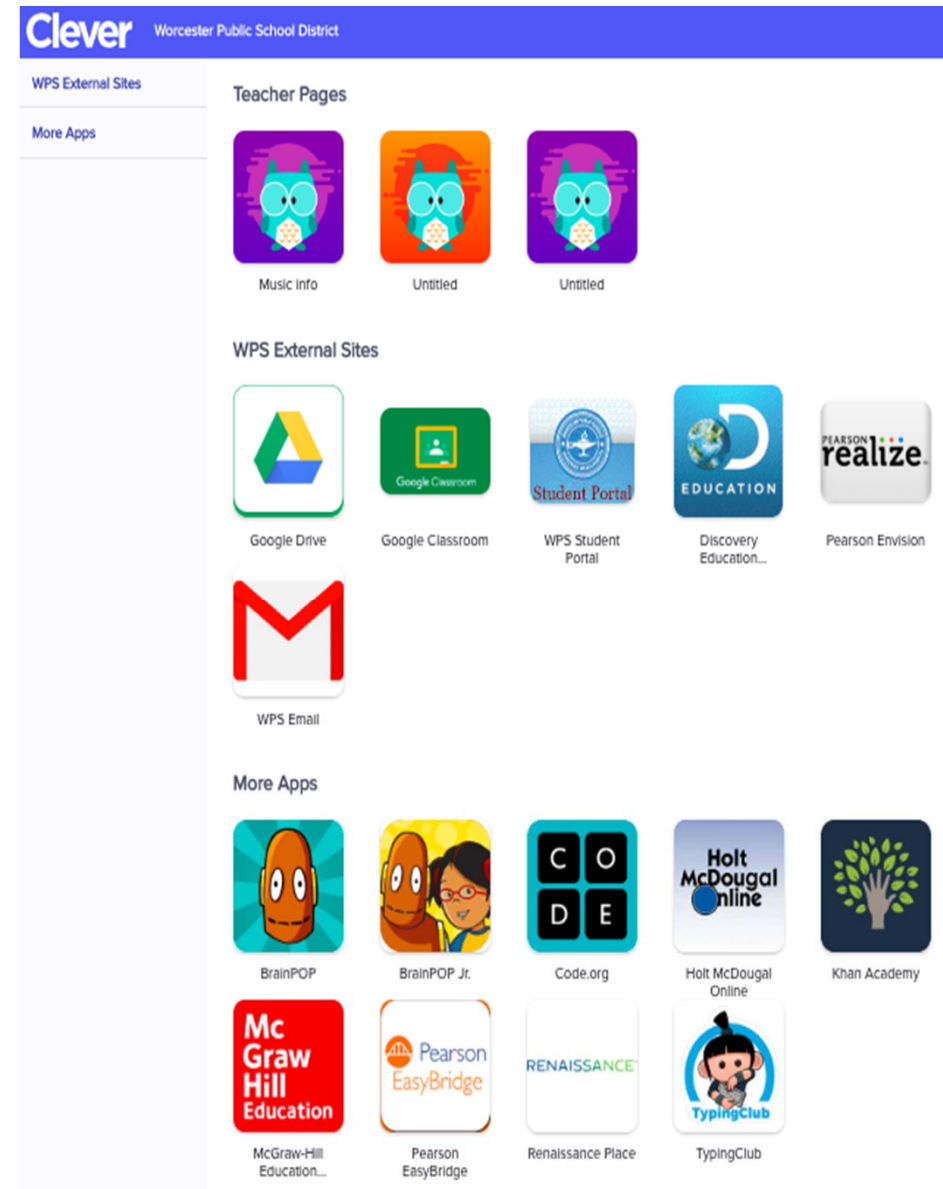
# Goal 3 Evidence

- Established a district team for participation in the Massachusetts PACE (Programming the Acceleration of Computing and Equity)
- Provided a plan to develop a K-5 Digital Literacy and a Computer Science scope and sequence curriculum based on the MA standards



# Goal 3 Evidence

- Recommended a course of action for modernizing the information technology systems that:
  - Migrated to Google Apps for Education
  - Integrated Clever for Single Sign On for staff and students
  - Provided a new web filter
  - Doubled the speed of the Internet connection



# Goal 3 Evidence

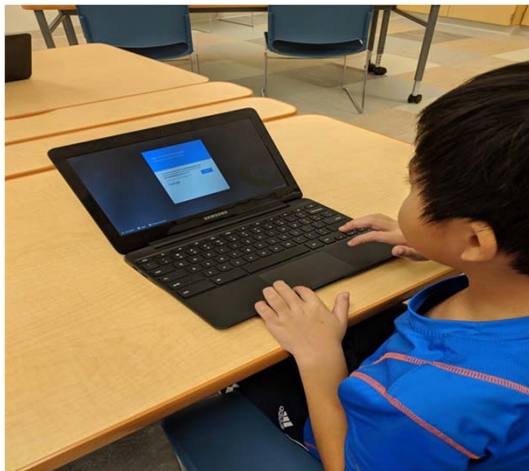
- Developed a new user and mobile friendly website to increase family and community engagement which is ADA compliant and has a research based UX design
- A team from each secondary school is participating in the Massachusetts Innovative School Leadership (MISL) Network to enhance administrative and leadership competencies regarding personalized learning.



# Goal 3 Evidence

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- Provided ongoing, expanded and diversified professional development by district technology coaches to support teaching and learning
- Provided all schools access to mobile devices on an equitable basis
- Chromebooks- 11,000
  - All K-12 teachers
  - 2:1 ratio grades 3-12



## Ratings August-October 2018



3

District Focused  
Technology Coaches



3.8/4

Average Workshop Rating



924

Staff Attended PD



# Goal 3 Evidence

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- Worcester Public Schools is one of 31 districts invited to serve on the Google for Education, North American Customer Advisory Board





# District Improvement

## Goal 4

Did not  
meet

Some  
progress

Significant  
Progress

Met



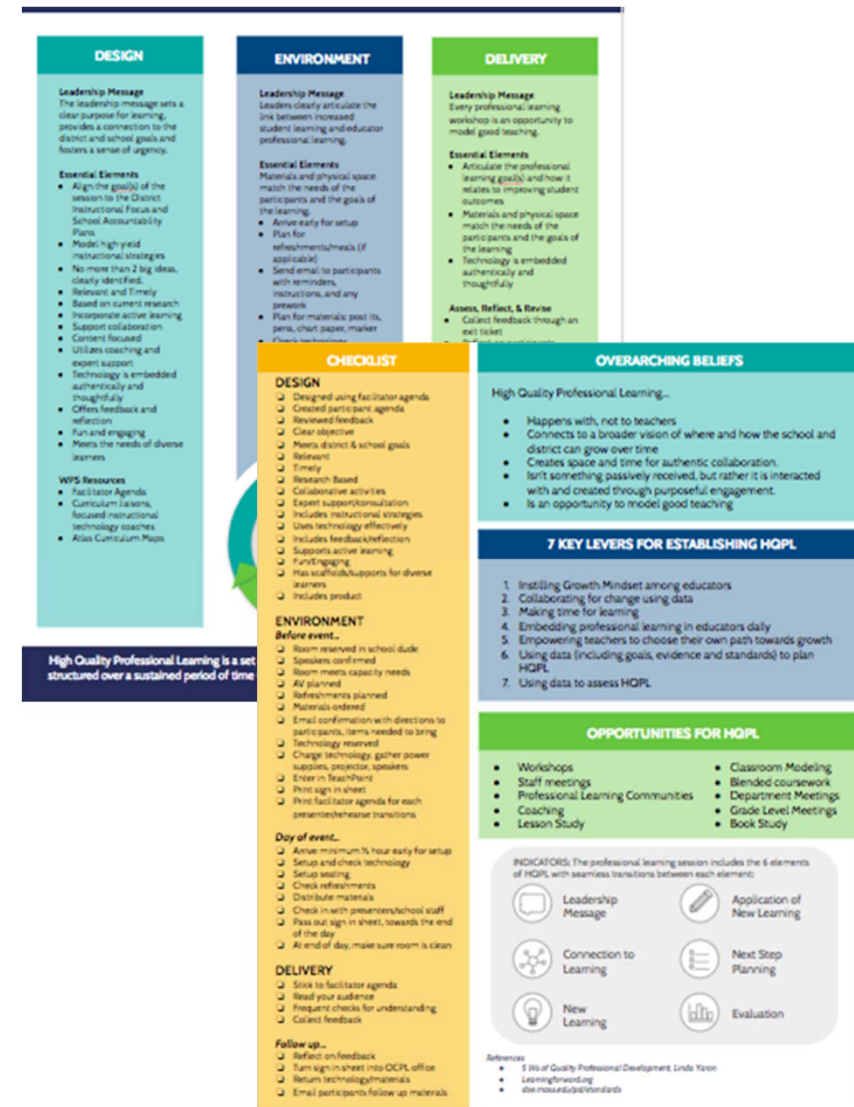
Exceeded

By November 2018, Superintendent Binienda will strengthen educator and administrator capacity by providing effective professional development, monitoring of practice and use of the MA DESE evaluation system.

# Goal 4 Evidence

## Targeted Professional Development

- Released and implemented High Quality Professional Learning (HQPL) guidelines for district
- Provided workshops to individual teachers, faculty, small group PLCs, and other types of professional learning



# Goal 4 Comments

## Targeted Professional Development to include:

- ATLAS curriculum platform use
- Assessment of specific needs by school leaders
- Data driven areas of focus
- Classroom management & teaching strategies
- UDL, SEL, second language acquisition and inclusive practices in special education

## Liaison Visits 2017-2018



11

District Liaisons &  
Coaches



1280

School Visits



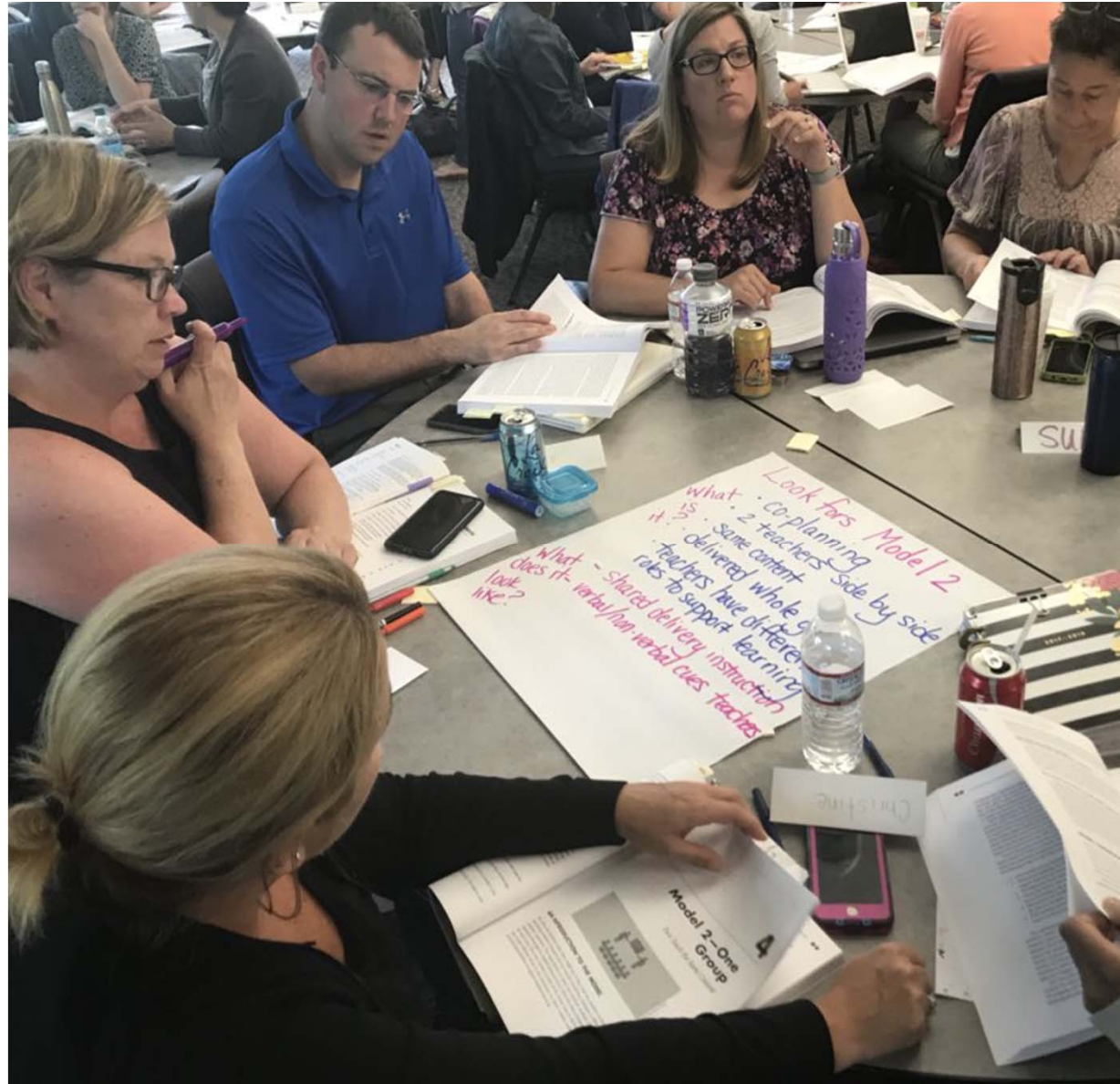
100%

Schools Visited

# Goal 4 Evidence

## Examples:

- Two day professional development, Co-Teaching with English Learners
- Lesley University course on Linguistics offered Spring 2018, Fall 2018
- Math Strategies, Games and Conceptual Development (2016-2018)
- Skillful Teaching: Promoting Motivation, Learning and Student Achievement, 2016-2018
- Analyzing Teaching for Student Results, 2018-2019, year long
- Evaluation Calibration

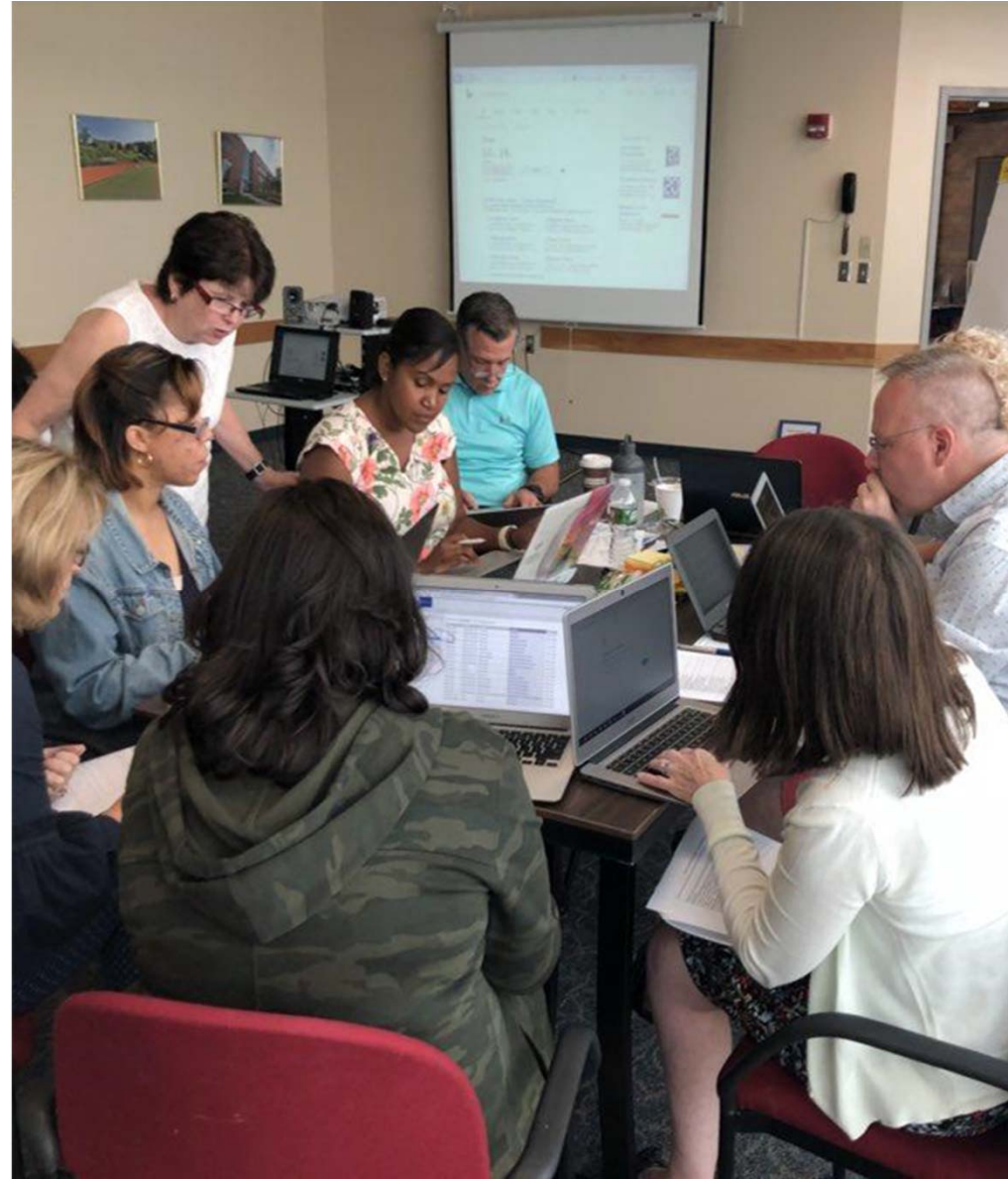




# Goal 4 Evidence

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- Designed and Implemented Cohorts 1 and 2 of the New Principals' Institute
- Provided a Special Education Professional Development Series on Diverse Learners and Differentiated Instruction, Co-Teaching/Inclusion, UDL, Classroom Management and De-escalation
- Provided PD opportunity for STEP Principals to attend Harvard Graduate School of Education School Climate Consulting Services - Social Emotional Conference
- Expanded elementary coaching trios' instructional rounds with managers/mentors from elementary (2017-2018) to middle and high schools (2018-2019)





# Goal 4 Evidence

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## Monitoring Site Visits, 2016-ongoing

- **Elementary Schools**

- Goddard and Elm Park with DESE designated provider
- Grafton St., Quinsigamond, Lincoln St., Clark St., Columbus Park, Lincoln St., Vernon Hill, Chandler Magnet with WPS staff

- **Middle Schools**

- WEMS, Sullivan Middle with WPS staff

- **High Schools**

- North High School with WPS staff

# Goal 4 Evidence

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- Evaluation calibration training with Assistant Principals
- Provided feedback to DESE on the piloting of the new evaluation rubric at three district schools



# District Improvement Goal 5

Did not  
meet

Some  
progress

Significant  
Progress

Met



Exceeded

Through November 2018, Superintendent Binienda will continually analyze district data to increase rigorous learning opportunities for all students through advanced and specialized courses, implementation of career pathways and supportive interventions.

# Goal 5 Evidence

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Increased the number of high school students enrolled in Higher Education initiatives:

- Early College Career Pathway (90 students)
- Worcester Future Teachers Pathway (20 students)
- Innovative Career Pathways (55 students)
- 100 Males to College Pathway (120 students)





# Goal 5 Evidence

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- Training for K/1 teachers at 7 sites in Open Circle
- Second Step at HEARS schools
- Individual/family interventions and related staff PD to support SEL
- Cradles to Crayons for clothing and school supplies





# Goal 5 Evidence

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- Developed and implemented experiential learning opportunities that foster academic and workforce skill development, 2016-present
- Expanded programs for gifted students:
  - Hanover Arts Academy expanded to Grade 8
  - Open House for BHS expansion 11/18
  - WEMS Academy planning stage



# Goal 5 Evidence

## Social Emotional Learning Framework

- Provide safe, and supportive schools by completing and implementing a multi-tiered system of support (MTSS) and an accompanying data collection strategy to monitor and target student support interventions and resources aligned to improve academic and behavioral outcomes. Tiered interventions at all sites.

In progress. State exemplar released 11/1/18





# Other Goal 6

Did not  
meet

Some  
progress

Significant  
Progress



Met

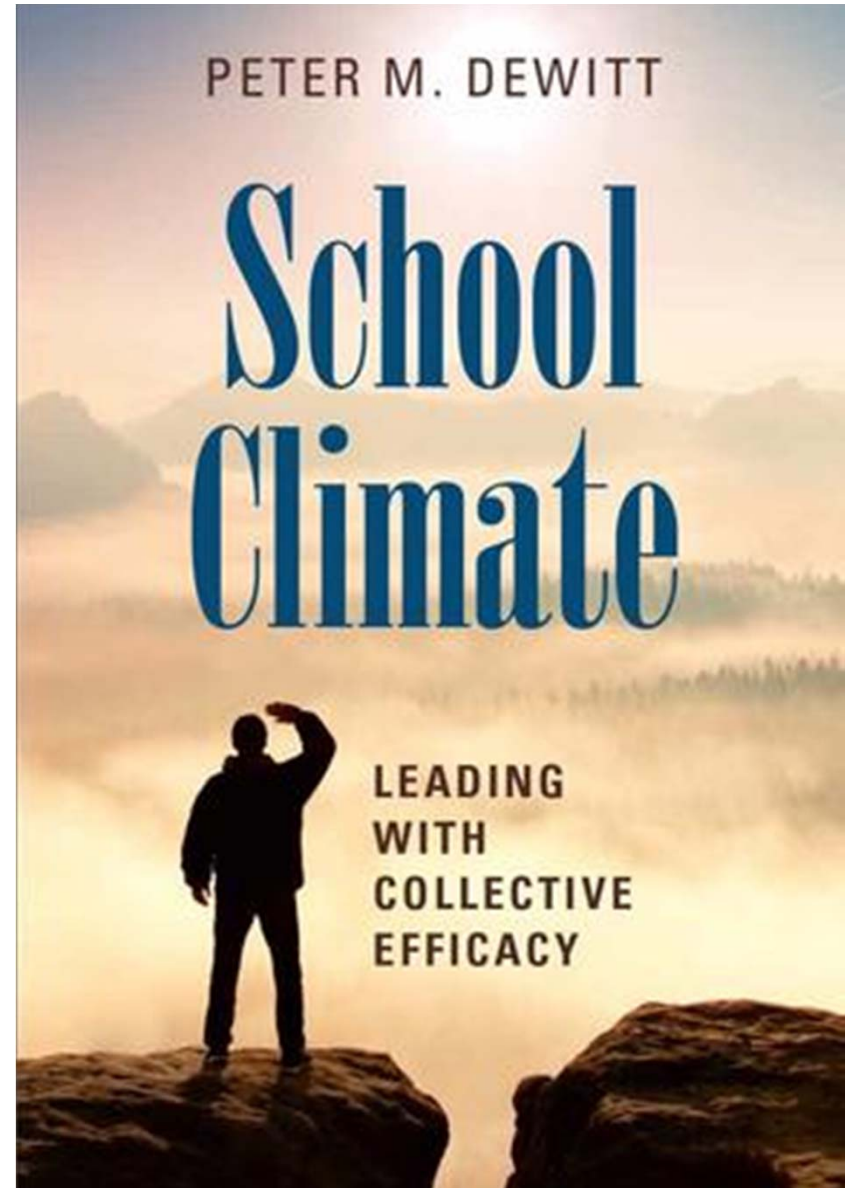
Exceeded

Through November 2018, Mrs. Binienda will continually support the development of a positive school climate in all schools by monitoring intensified research tiered interventions of social and emotional learning and by consistent enforcement of appropriate disciplinary rules and procedures.

# Goal 6 Evidence

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- Provided Leadership Institutes to all district and school administrators with Peter Dewitt on “Collaborative Leadership” (2017-2018) and “School Climate and Efficacy”(2018-2019) framing district focus
- Communicated and supported Principals with implementation of Universal SEL programs
- Evaluated student and staff attendance to identify individuals in need of improved attendance
- Initiated regular, comparative student attendance reporting (2016)
- Initiated regular, comparative staff attendance reporting (2017)





# Goal 6 Evidence

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- Re-allocated positions to open two specialized K/1 classrooms through Special Education to address students SEL needs in a timely and proactive manner (2018-2019)
- Supported and led ongoing initiatives that promote universal good attendance and target students with chronic absenteeism
- Expanded McKinney Vento supports for 10% of students identified as homeless
- Secured school based washers and dryers for family-student support and engagement





# Goal 6 Evidence

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## Enhanced School Safety with:

- ALICE Training
- Provision of GO Buckets
- Continued Crisis and De-escalation Training
- Ongoing updates on laws and emergency processes and procedures
- Increased security cameras and walkie talkies at buildings
- Participation in weekly HUB meetings with community stakeholders

## Enhanced student health through:

- Collaboration with Worcester Department of Public Health for school based Student, Family, and Staff Flu Clinics
- Expanded “Worcester Eyes” program in collaboration with MCPHS
- Expanded oral health programs with community partners for dental screenings and restorative work

“Tell me and I forget.  
Teach me and I  
remember. Involve me  
and I learn.”

-Benjamin Franklin



Upward Bound Photo

# Thank You!

