

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2017 - 2018**



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

**Worcester Technical High School**

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**Kyle 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/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 IVA, 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/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/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/career readiness contractual service provider at our vocational-technical high school.

## 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 and leads and monitors the implementation of a sound instructional focus. This instructional focus is unique and tailored to the needs of each school.

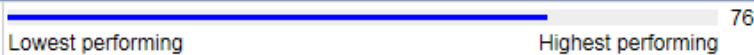
The ILT carefully monitors student performance data regarding progress toward goals, conducts several internal audits and self assessments to help determine future action plans for the school. In order to maintain steady progress, Instructional Leadership Teams meet regularly and frequently, at least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







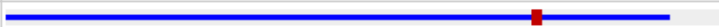
Name	Position	ILT Meeting Dates
Kyle Brenner	Principal	Sept: 9/6/17, 9/20/17
Patricia Suomala	Director of Career & Technical Education	Oct: 10/4/17, 10/18/17
Michelle Phenix	Assistant Principal	Nov: 11/1/17, 11/15/17
Siobhan Petrella	Assistant Principal	Dec: 12/6/17, 12/20/17
Drew Weymouth	Assistant Principal	Jan: 1/3/18, 1/17/18
Brian Potter	Assistant Principal	Feb: 2/14/18, 2/28/18
Heather Courtney	Guidance Department Head	Mar:3/14/18, 3/28/18
Sean Lynch	Math Department Head	Apr: 4/11/18, 4/25/18
Jocelyn Coughlin	Science Department Head	May: 5/9/18, 5/23/18
Gina Morgera	Special Education Department Head	June: 6/6/18,TBD
Michael Metivier	Social Studies Department Head	
Teresa Leland-Sullivan	English Department Head	
Lara DeRose	Focused Instructional Coach	
Kim Smaltz	MCAS Specialist	
James Tripp-Pockevesius	Alden Representative/Auto Tech Teacher	
Andrea Pereira	Allied Health Human Services Representative/Bio Tech Teacher	
Ricardo Torres	Construction Representative/Painting & Design Teacher	
Jeff Leboeuf	Systems Networking Programming and Web Development Representative/ Programming Teacher	

# Massachusetts Department of Elementary and Secondary Education Accountability Data

## 2017 Official Accountability Data - Worcester Technical High

Organization Information			
District:	Worcester (03480000)	School type:	High School
School:	Worcester Technical High (03480605)	Grades served:	09,10,11,12
Region:	Commissioner's Districts	Title I status:	Non-Title I School (NT)

Accountability Information		<a href="#">About the Data</a>
Accountability and Assistance Level		
<b>Level 1</b>	Meeting gap narrowing goals	
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)		
All students:		76

This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		<a href="#">View Detailed 2017 Data</a>
	Less progress	More progress	
<a href="#">All students</a>		95	Met Target
<a href="#">High needs</a>		98	Met Target
<a href="#">Econ. Disadvantaged</a>		-	-
<a href="#">ELL and Former ELL</a>		100	Met Target
<a href="#">Students w/disabilities</a>		79	Met Target
<a href="#">Amer. Ind. or Alaska Nat.</a>		-	-
<a href="#">Asian</a>		-	-
<a href="#">Afr. Amer./Black</a>		99	Met Target
<a href="#">Hispanic/Latino</a>		95	Met Target
<a href="#">Multi-race, Non-Hisp./Lat.</a>		-	-
<a href="#">Nat. Haw. or Pacif. Isl.</a>		-	-
<a href="#">White</a>		92	Met Target

### III. Student Attendance and Retention

#### Worcester Technical High School Student Attendance and Retention (2016-17)

	School	District	State
Attendance Rate	96.3	94.1	94.6
Average # of days absent	6.5	9.8	9.3
Absent 10 or more days	22.5	36.5	33.3
Chronically Absent (10% or more)	5.2	16.9	13.5
Unexcused Absences > 9	17.8	33.8	15.8
Retention Rate	0.2	2.0	1.3

<b>Implementation and Monitoring of School Initiatives to Improve Attendance and Decrease Chronic Absenteeism</b>
Check daily attendance in SAGE and make phone call for 2 consecutive days absent without a reason.
Review monthly chronic absenteeism.
*Identify quarterly good attendance celebrations: Recognize on the Schoolwide Electronic Bulletin Boards
Continue review of attendance progress reports for grades 4 and up with students and send home.
*School plan to promote ongoing good attendance (please specify): Create schoolwide raffle for good attendance/gift certificate at School Spirit Store

**\*requires action**

## **IV. Comprehensive Needs Analysis**

Complete this summary of strengths and concerns after you have completed a thorough data analysis. Please limit your response to three strengths and three concerns.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
1) WTHS is a Level 1 school for the progress made toward narrowing proficiency gaps for different groups of students. Schoolwide MCAS scores are an area of strength. In 2017, 98% of students scored proficient or higher in English Language Arts , 81% of students scored proficient or higher in mathematics and 99% of students passed the 2016 biology MCAS.	MCAS data
2) Students in grades 9-12 participate in a rigorous safety review and passed a performance safety test to ensure proper use of equipment and handling of materials in technical areas as well as science laboratories.	Nurse log/Department data by trade
3) EL students and former EL students met or exceeded testing expectations.	MCAS and Access Data
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
1) 58% of WTHS students tested as highly restricted deep readers compared to the national percent of 37%.	Programme for International Student Assessment (PISA) results
2) SAT aggregate data	SAT
3) Numeracy and Math Arithmetic Skills	Accuplacer; difficulties with basic Math skills needed in shop

## V. Action Plan

<b>List of Key Common Practices in This School (e.g., 4-6 practices)</b>
<b>Writing Portfolios in English and History</b>
<b>Math Weekly Open Response Questions</b>
<b>Science and Math MCAS Practice test and use of data to adjust curriculum</b>
<b>Encouragement of all students to challenge themselves with AP, VHS and/or Dual Enrollment Courses</b>
<b>100% SkillsUSA curriculum offered in all technical shops</b>
<b>School Community building activities growth effort-- Homecoming event, Know you School Night, Open House, Sports, NHS parent Dinner, Drama Performances, College Night, FAFSA, Career Day, Guest Speaker Series and various other events</b>
<b>Community Service Learning Projects by our Technical programs and NHS</b>
<b>Enroll all students in College Board/Kahn Academy</b>

**Leadership, Shared Responsibility, and Professional Collaboration**

*Establishing a community of practice through leadership, shared responsibility for all students, and professional collaboration  
(Focus on improving core instruction and tiered interventions systems using a variety of data)*

<p><b>Prioritized Best Practices or Strategies</b> <b>(Include differentiation to ensure access for targeted student populations)</b></p>	<p>1) Provide support and Professional Development to teachers to ensure that all students improve deep reading in academic and technical areas. Professional development workshops are designed based on Global Learning Network Strategic sessions to increase deep/broad reading across all content areas.</p> <p>2) Provide Professional Development on accessing and using Khan Academy to improve and address SAT aggregate data and train teachers to link student Pearson Accounts with their PSAT data to Khan Academy.</p> <p>3) Provide PD workshops on STEM Open Response questions and scoring to help improve Numeracy and Math Arithmetic Skills in technical areas. Establish an MCAS Math Open Response Afterschool support program for our MCAS at risk students to continue to provide targeted support for the identified at risk students.</p>
<p><b>Instructional Leadership Team Implementation</b> <b>(Explain how ILT members implement and measure school-wide strategies.)</b></p>	<p>Best practices are supported in thoughtfully designed professional development workshops and measured through student work in technical journals, writing portfolios and Open Response questions.</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<p><b>Data Source:</b></p>	<p><b>Data Source:</b></p>
<p>Teacher observations /Teachpoint feedback</p>	<p>Student scores on PISA, MCAS and SAT tests</p>
<p>Lesson Plans that incorporate Deep Reading</p>	<p>Technical journals, writing portfolios in Social Studies and English, and Open Response questions in Math</p>



**Intentional Practices for Improving Instruction**

*Employing intentional practices for improving teacher-specific and student-responsive instruction*

(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)

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p>1) WTHS will develop a discernible campaign to increase literacy schoolwide:</p> <ul style="list-style-type: none"> <li>● The library will create a “What we are Reading” Teacher Share/Student Share Book Wall and increase access to appealing books at different reading levels.</li> <li>● Professional development will be provided for teachers on close reading for text complexity, text dependent questioning, and vocabulary instruction.</li> <li>● After school teacher led Book club will provide additional support to initiative.</li> <li>● Shops will have technical journal and magazines of varying levels of reading difficulty available for reading during downtime.</li> <li>● Newspaper articles related to technical areas will be read and discussed or summarized.</li> </ul>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The ILT will orchestrate improved literacy in our diverse learners by using internal expertise to highlight effective teaching strategies and develop meaningful professional development in areas of observed/data driven weakness. ILT members will conduct walkthroughs to identify high leverage practices to be replicated schoolwide.</p>

**School Performance Indicators and Data Sources**

ADULT IMPLEMENTATION INDICATOR	STUDENT RESULTS INDICATOR
<p><b>Data Source:</b> Faculty shares best practices during department meetings</p>	<p><b>Data Source:</b> Writing Portfolios Trade specific writing such as lab reports</p>
<p>Teacher Observations</p>	<p>Pisa, MCAS, Access and SAT Scores</p>
<p>Faculty shares student exemplars in department meetings</p>	<p>Number of students attending book club</p>

**Providing Student-Specific Supports and Instruction to All Students**

*Providing student-specific supports and interventions informed by data and the identification of student-specific needs*  
 (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)

<p><b>Prioritized Best Practices or Strategies</b>                  (Include differentiation to ensure access for targeted student populations)</p>	<p>1) To further support EL students, SEI training will be provided to technical teachers. Dictionaries for each content area have been provided for all EPL level 1 and 2 students.                  2) Special Education students with accommodation # 20 now have updated reference sheets for ELA, Math, Science and Biology. Students are regularly attending after school support.                  3) Shops will have word walls that are specific to each cycle or unit plan                  4) Sentence stems for academic language will be given for classroom discussions.</p>
<p><b>Instructional Leadership Team Implementation</b>                  (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>1) The ILT will observe and note SEI strategy implementation in technical areas and use of word to word dictionaries for all level 1 &amp; 2 students through walkthrough and observations.                  2) ILT will visit classrooms of technical teachers from SEI Cohort I to support and enhance strategies from professional development and use SEI Smartcards to support instructors and students.</p>

**School Performance Indicators and Data Sources**

<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> SEI Smart Card Use	<b>Data Source:</b> Progress monitoring reports EL students
Lesson Plans	
Observations	
Access data	Access data
Progress monitoring reports EL students	Student writing portfolios

**A Safe, Respectful, and Collegial Climate for Teachers and Students**

*Establishing a safe, orderly and respectful environment for students and a collegial, collaborative and professional culture among teachers  
(Focus on developing 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)*

<p><b>Prioritized Best Practices or Strategies</b> (Include differentiation to ensure access for targeted student populations)</p>	<p>1) Provide a safe, orderly, and respectful environment for all students and staff through targeted professional development on inclusivity and adherence to Worcester Public Schools students' handbook. 2) Expand OSHA 10 training to all academies to provide students with enhanced safety training. 3) Provide professional development for faculty and staff on ALICE training.</p>
<p><b>Instructional Leadership Team Implementation</b> (Explain how ILT members implement and measure school-wide strategies.)</p>	<p>The ILT will sponsor professional development and review strategies/practices to ensure inclusivity: GSA, NHS, Students Council, Superintendent's Student Advisory, MIAA, Stand for the Silent, 365z Foundation, Teen Time, motivational speaker and the Chris Herren Assembly.</p>
<p align="center"><b>School Performance Indicators and Data Sources</b></p>	
<p><b>ADULT IMPLEMENTATION INDICATOR</b></p>	<p><b>STUDENT RESULTS INDICATOR</b></p>
<p><b>Data Source:</b> Discipline referrals</p>	<p><b>Data Source:</b> Attendance Rates</p>
<p>School Adjustment counselor referrals</p>	<p>Risk Assessments by Counselors</p>

## 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 Brenner	August 25, 2017– June 2018

### 1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Improve close reading for text complexity, text dependent questioning, and vocabulary instruction.	English Language Arts	Focus on MCAS open responses for Grade 9 and 10. Current scoring demonstrates room for growth in reading content and questions for understanding. Current SAT scores indicate room for growth in students' understanding of author's purpose and their understanding of sophisticated language. PISA testing supports MCAS and SAT data - student lack skills in deep reading.
2	By the end of the 2017-2018 school year, the TI-84 graphing calculators that the school purchased will be integrated into the different math course offerings here at WTHS.	Mathematics	The graphing calculators will improve student understanding of the different mathematical concepts by seeing them represented in multiple ways (i.e. graphs, tables, equations) and making connections between them.
3	Increased laboratory experiences—to two common labs per subject per quarter (8 per year).	Science	Hands-on activities will encourage inquiry, support the content standards, and reinforce student understanding. Increased laboratory experiences will be demonstrated in classroom observations, lesson plans and student lab reports/assessments.

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Deep Reading PD to explore strategies to help students gain understanding of complex technical and academic texts. Discuss and brainstorm ideas for all classroom settings.	Grade 11 and 12 will focus on non-fiction articles, paired passages, and responses to text. The library will create a “What we are Reading” Teacher Share/Student Share Book Wall, continue to encourage participation in School Book Club.
2	Graphing Calculator PD to prepare teacher for developing lesson plans and activities around graphing calculators continued support by department head throughout year.	Teachers will present at least one lesson each week in each class taught that requires the use of the TI-84 graphing calculator. Teachers can indicate the lesson they will be using the TI-84 with in their bi-weekly submitted lesson plans.
3	PD to train teachers on new lab equipment for physics classes.	Science teachers will use content PD/department meetings to share and evaluate common labs.

## 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Library Reading Wall, Programme for International Student Assessment (PISA) resources	Increase access to content specific reading
2	Graphing Calculators	Professional Development train to use Calculators
3	Language Dictionaries, Professional Development	Structured English Immersion (SEI) Training Technical Teachers

#### 4: Progress Summary

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
<b>1</b>	Bi- monthly ILT Meetings, discussion, share out, tracking	Progress is ongoing
<b>2</b>	Weekly Administration meetings, share-outs of formal/informal observations and walk throughs	Progress is ongoing
<b>3</b>	Academic and Technical Department Head monitoring of lesson plans to identify Structured English Immersion (SEI) strategies, accommodations and modifications to support all learners.	Structured English Immersion (SEI) Cohort 1 Technical Teacher training began December 2017 and will continue through Spring 2018