SCHOOL ACCOUNTABILITY PLAN

Worcester Public Schools
2016 - 2017

Delivering on High Expectations and Outstanding Results for All Students

Worcester Technical High

School

Kyle Brenner

Principal or Administrator

Maureen Binienda

Superintendent

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. 2nd 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: 9/13/16, 9/27/16
Patricia Suomala	Director of Career & Technical Education	Oct: 10/11/16, 10/25/16
Michelle Phenix	Assistant Principal	Nov: 11/8/16, 11/22/16
Siobhan Petrella	Assistant Principal	Dec: 12/6/16, 12/20/16
Drew Weymouth	Assistant Principal	Jan: 1/3/17, 1/17/17
Brian Potter	Assistant Principal	Feb: 2/14/17, 2/28/17
Heather Courtney	Guidance Department Head	Mar:3/14/17, 3/28/17
Sean Lynch	Math Department Head	Apr: 4/11/17, 4/25/17
Jocelyn Coughlin	Science Department Head	May: 5/9/17, 5/23/17
Beth Dowd	Special Education Department Head	June: 6/6/17, TBD
Michael Metivier	Social Studies Department Head	
Teresa Leland-Sullivan	English Department Head	
Stephanie Stockwell	Focused Instructional Coach	
Kim Smaltz	MCAS Specialist	
Andrea Pereira	Biotechnology Instructor	
James Tripp Pockevicius	Automotive Technology Instructor	
Jeff LeBoeuf	Programming and Web Development Instructor	
Ricardo Torres	Painting & Design Instructor	

II. Massachusetts Department of Elementary and Secondary Education Accountability Data

2016 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	About the Data
Accountability and Assistance Level	
Level 1	**Meeting gap narrowing goals**
This school's overall performance relative to other schools in same school type (School percentiles: 1-99)	
All students:	Lowest performing — Highest performing: 74

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 (Less progress — More progress)	View Detailed 2016 Data
All students	100	Met Target
High needs	98	Met Target
Econ. Disadvantaged		-
ELL and Former ELL	98	Met Target
Students w/disabilities	86	Met Target
Amer. Ind. or Alaska Nat.		-
Asian		-
Afr. Amer./Black	94	Met Target
Hispanic/Latino	96	Met Target
Multi-race, Non-Hisp./Lat.		-
Nat. Haw. or Pacif. Isl.		-
White	97	Met Target

III. Comprehensive Needs Analysis

Areas of Strength	
Strength	**Evidence**
WTHS is a Level 1 school for meeting gap narrowing goals and has met all student group targets	MCAS data: School Results by Subgroup and 2015 Accountability data (DESE)
Schoolwide MCAS scores are an area of strength.	MCAS data: In 2016, 97% of students scored proficient or higher in English Language Arts MCAS, 81% of students scored proficient or higher in mathematics and 99% of students passed the 2016 biology MCAS.
Students in grades 9-12 participate in a rigorous safety review and pass a written and performance safety test to ensure proper use of equipment and handling of materials in technical areas as well as science laboratories.	Nurse log to show the number of injuries specific to trade, location and type. The nurse's report is given to administration and ILT for review. In addition, each department maintains a record of safety incidents which is reviewed by administration.
Areas of Concern	
Concern	**Evidence**
Rigor of literacy and numeracy in shops to improve critical thinking in shops	Based on quarterly writing portfolio checks, technical submissions have not been included or happen sporadically. This supports writing across the curriculum in all subject areas.
Appropriate level of service for ELL students	United States Department of Justice Report shows WTHS is not meeting the ELL delivery time requirement for ELL students in a dedicated ELL class.

IV. Action Plan

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)	
Prioritized Best Practices or Strategies	Expand instructional leadership team to include vocational representation from each SLC to support college/career readiness in every WTHS classroom to ensure there is a coherent message throughout the building, where the meetings revolve around best practices and engagement in frequent review of data from multiple sources (MAP, MCAS, PARCC, ACCESS, PISA, PSAT, SAT, AP and classroom). In support of WTHS' STEM Innovation Plan goals, create STEM opportunities for all students across all disciplines.
Instructional Leadership Team Implementation	The ILT will identify one member from a vocational/technical area assigned to each small learning community. Each SLC ILT member will be a spokesperson soliciting and relaying information to and from the ILT. The ILT will meet every other week for purposeful discussion as evidenced by agendas. The ILT will conduct walk throughs and the Focused Instructional Coach will visit classrooms to ensure a shared responsibility and commitment to high standards throughout the school. Continued collaboration in professional development to support STEM innovation plan across all disciplines.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: ILT meeting sign in	**Data Source:** Naviance
Maintain regular ILT communication and ILT agendas	Student success plans
Relay pertinent information to rest of SLC	
Agendas from monthly department meetings	

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)	
Prioritized Best Practices or Strategies	Improve students' critical thinking skills by enhancing the rigor of literacy and numeracy in technical areas. Professional development will be provided by academy to create collaborative lesson plans, looking at student work via the Critical Friends protocol, and looking at a variety of data. Focused Instructional Coach will offer strategies to increase technical specific literacy and numeracy skills that will improve critical thinking skills. Writing portfolios will be used across all technical areas.
Instructional Leadership Team Implementation	The ILT will monitor lesson plans and student writing portfolios monthly and through observation. Professional development will guide teachers through the process of collaborative lesson plans and looking at student work. FIC and ILT will review writing portfolio to ensure technical areas are utilizing them.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Technical teachers correct student writing	**Data Source**: Writing Portfolio – process analysis
Frameworks are being crosswalked	Pre & post test for literacy and numeracy
Develop alternative assessments	Develop alternative assessments
Faculty shares student exemplars in department meetings	

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)	
Prioritized Best Practices or Strategies .	English language learner students will be grouped by academy to focus on technical writing and reading in an ESL technical support class with an ESL teacher. In addition, through professional development, teachers have been trained on the SEI Smart Card, language objectives, and science teachers have been trained in content specific strategies for ELLs. Strategic use of MAP, MCAS, PARCC, ACCESS data and the Early Warning Indicator System will identify students to diagnose areas of weakness for further intervention.
Instructional Leadership Team Implementation	The ILT will train vocational/technical teachers on SEI Smart Card. The ILT will monitor student progress in ESL technical support class. The science department head and assistant principal will train the science department on strategies they learned from the science specific ELL professional development. ELL teachers complete progress reports for students

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: SEI Smart Card	**Data Source:** Student Schedule
Access data	Access data
Lesson plans with language objective	Student writing portfolios
	FLEP forms
	Quarterly Progress Reports

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)	
Prioritized Best Practices or Strategies	Provide a safe, orderly, and respectful environment for all students and staff through targeted collaborative professional development on inclusivity and adherence to Worcester Public Schools students' handbook. Teachers refer students of concern to guidance counselor who then makes referral to school adjustment counselors, as needed. Weekly guidance meetings are held to collaborate and identify student needs. All technical areas and science department participate in rigorous safety overviews ensuring students are properly trained and equipped to operate equipment in technical areas to reduce the number of shop related accidents.
Instructional Leadership Team Implementation	The ILT will sponsor professional development and review strategies/practices to ensure inclusivity. Nurse log to show the number of injuries specific to trade, location and type. The nurse's report is given to administration and ILT for review. In addition, each department maintains a record of safety incidents which is reviewed by administration. At department meetings, teachers discuss student issues/teacher concerns. The emergency response team conducts monthly drills, to ensure everyone knows protocol in the event of an emergency.

School Performance Indicators and Data Sources	
ADULT IMPLEMENTATION INDICATOR	**STUDENT RESULTS INDICATOR**
Data Source: Supporting transgender and nonconforming students	**Data Source:** Discipline referrals
Special Education Professional Development: CPR Review, Top 10 Things You Need To Know, Instructional Strategies	School Adjustment counselor referrals
	OSHA 10 Card completion rate

V. 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, 2016 – June 2017**

1: Professional Learning Goals:

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Expand the writing portfolio to include specific types: Argumentative, Narrative (real or imagined), Research, Report, and Expository including Freshman/Sophomore - MCAS Long Comp and Open and Constructed Responses	English Language Arts department	Based on quarterly writing portfolio checks, data shows that historically, students lack the ability to write for specific types mentioned. In addition 2016 MCAS data shows that WTHS received 74% possible points on the Writing Anchor Standard
2	Use assessments to strengthen and emphasize numeracy/Algebra 1 skills in freshmen and sophomores to further support WTHS Stem Innovation Plan.	Mathematics department	2016 MCAS data shows that WTHS's weakest area on the Math MCAS was algebra. WTHS is 4 points lower than the state in Arithmetic with Polynomials and Rational Expressions and 3 points lower than the state in Creating Equations
3	Support 2016 science technology and engineering curriculum framework standards, WTHS STEM Innovation Plan, and disciplinary literacy skills by increased collaboration among department members via curriculum and lesson planning	Science department	2016 MCAS data shows that WTHS received 43% of open response points which is 3 points lower than the state, hence the focus on literacy skills. The creation of a physical curriculum library in science department head's classroom will showcase exemplars and help teachers to collaborate on lesson planning.

2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	Provide student specific supports and instruction to all through professional development: Special Education: CPR Review, Top 10 Things You Need To Know, Instructional Strategies, F.A.T. City Enactment, Formative Assessment workshop	Additional professional development, FIC classroom visits, collegial classroom visits and the exchange of successful strategies
2	Provide student specific supports and instruction to all: Supporting Transgender and Non-Conforming Students, Liz Murray, motivational speaker event	Additional professional development
3	Enhance professional collaborative structures: Externship and capstones to develop real-world connections identified in WTHS STEM Innovation Plan, build partnerships and create opportunities for students to enhance critical thinking skills Technology Support: Office 365 in the Classroom (Classroom, OneNote, Forms, Sway)	Additional professional development, FIC Classroom visits and develop interdisciplinary lesson plans from their externship experiences

3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Meeting time to review writing portfolios, WTHS Graphics Dept, texts (books/articles), data, guest speakers, community resources	Professional Development for vocational/technical teachers; Time for further meetings
2	Assistments and technology support to allow students to experience online skill development to better prepare for upcoming standardized testing in the online domain.	Time for further meetings
3	Department meetings and professional development used as a time to share best practices and develop science curriculum library. Professional development to support progress in STEM Innovation Plan goals.	Time for further meetings