

**SCHOOL ACCOUNTABILITY PLAN**

**Worcester Public Schools  
2015 - 2016**



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

**Worcester Technical High School**

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School

**Mr. Kyle Brenner**

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Principal or Administrator

**Dr. Marco Rodrigues**

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Interim 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. 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 SMARTe 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: 9/17/15, 9/30/15
Francis Mann	Director of Career & Technical Education, Acting	Oct: 10/16/15, 10/30/15
Michelle Phenix	Assistant Principal	Nov: 11/18/15, 11/30/15
Siobhan Petrella	Assistant Principal	Dec: 12/9/15, 12/22/15
Drew Weymouth	Assistant Principal	Jan: 1/13/16, 1/27/16
Brian Potter	Assistant Principal	Feb: 2/10/16, 2/26/16
Heather Courtney	Guidance Department Head	Mar: 3/9/16, 3/23/16
Sean Lynch	Math Department Head	Apr: 4/6/16, 4/27/16
Jocelyn Coughlin	Science Department Head	May: 5/11/16, 5/25/16
Beth Dowd	Special Education Department Head	June: 6/8/16, TBD
Michael Metivier	Social Studies Department Head	
Teresa Leland-Sullivan	English Department Head	
Stephanie Stockwell	MCAS Specialist	
Laurie Denis	Focused Instructional Coach	

## II. Comprehensive Needs Analysis (Good News, Urgent Statements)

Complete this summary of strengths and concerns after you have completed a thorough data analysis.

<b>Areas of Strength</b>	
<b>Strength</b>	<b>Evidence</b>
WTHS is a National Blue Ribbon School	U.S. Department of Education
WTHS is a Level 1 school for meeting gap narrowing goals.	MCAS data: School Results by Subgroup and 2015 Accountability data (DESE)
WTHS has met all student group targets.	MCAS data: School Results by Subgroup and 2015 Accountability data (DESE)
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. Ninety-six percent of students scored proficient or higher on the ELA MCAS, an increase from 92% in 2014. Three subgroups saw an improvement: Students with disabilities increased from 63% advanced/proficient in 2014 to 79% advanced/proficient in 2015, English Language Learner students increased from 72% advanced/proficient in 2014 to 82% in 2015, and Hispanic students increased from 89% to 95% advanced/proficient from 2014 to 2015. ELA Median SGP aggregate 62, an increase from 59 in 2014, low income 61, an increase from 56 in 2014, Hispanic 65, an increase from 47 in 2014, and High Needs 62.5, an increase from 57 in 2014.	MCAS data: School Results by Subgroup
Worcester Technical High School saw a large increase in the number of students scoring advanced on the 2015 Math MCAS. Fifty-three percent of students scored into the advanced performance level in 2015, an increase from 39% the previous year, which surpasses the district 35% of students scoring advanced in 2015. Math Median SGP saw a large increase from 60 in 2014 to 68 in 2015. Number of students scoring advanced/proficient increased from 76% in 2014 to 80% in 2015. On the mathematics MCAS, the Hispanic subgroups saw an increase from 68% advanced/proficient in 2014 to 76% advanced/proficient in 2015. The economically disadvantaged subgroup increased from 73% in 2014 to 78% in 2015, and ELL from 35% in 2014 to 58% in 2015.	MCAS data: School Results by Subgroup and 2015 Accountability data (DESE)

Math Median SGP aggregate 68, an increase from 60, low income 71, an increase from 61, special education 53.5, an increase from 44, African American/Black 68, an increase from 64, Hispanic 69, an increase from 55, and High Needs 69, an increase from 61	
Student attendance rates at Worcester Technical High School for 2014-2015: Average attendance rate 95.8%, Average days absent 7.3, chronically absent 8.6%.	School Profile Indicators Attendance Data – DESE website
Grade 9 Biology MCAS pass rate remained the same at 95%. Students scoring proficient or advanced remained constant at 66%.	MCAS data: School Results (DESE)
<b>Areas of Concern</b>	
<b>Concern</b>	<b>Evidence</b>
80% of students scored proficient or higher on the math MCAS, representing a 4% increase from the previous year, but below our goal of 84%.	MCAS data: School Results by Subgroup (DESE)
Grade 9 Biology MCAS results as a whole remained constant. Subgroups saw a decrease in achievement level: Economically disadvantaged decreased from 66% advanced/proficient in 2014 to 63% in 2015, ELL students went from 44% in 2014 to 39% in 2015. African American and Hispanic subgroups both decreased by 3 percentage points. Students with disabilities decreased from 30% advanced/proficient in 2014 to 20% in 2015.	MCAS data: School Results by Subgroup (DESE)



### III. Action Plan

<b>Worcester Public Schools Strategic Goal</b>	Worcester Public Schools will implement strategies that result in high student achievement.	
<b>School SMARTe Goal</b>	<b>96% of students will score at or above proficient level on the 2016 ELA MCAS</b>	
<b>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</b>	<p><b>Differentiation to ensure access for targeted student populations</b></p> <ul style="list-style-type: none"> <li>• Teachers will continue to introduce new open response strategies paying specific attention to the differences between nonfiction/fiction prompts.</li> <li>• Teachers will model open response questions paying specific attention to embedding quotes and not citing quotes.</li> <li>• Instructors will help students interpret the prompt and help students build topic development provide more depth when writing long compositions</li> <li>• Students will be encouraged to focus on quality, not necessarily quantity, by incorporating academic language, literary devices and creating paragraphs that have 8-12 sentences per paragraph.</li> <li>• The ELA department is focusing on argumentative essays increasing the number from one per year to one per quarter.</li> <li>• The ELA Special Education teacher loops 9<sup>th</sup> and 10<sup>th</sup> grade students</li> </ul> <p>The ELA department will collaborate with the Special Education teachers on professional development. In inclusion classes, ELA and Special Education teachers will pinpoint areas to assist students transitioning from resource room to inclusion to successfully mainstream the students.</p>	
<b>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</b>	The ILT team will ensure the implementation of these strategies through classroom observations, review of lesson plans, analysis of MCAS data to target specific areas of weakness and review student exemplars as a group.	
<b>School Performance Indicators and Data Sources</b>		
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>	
Lesson plans, student exemplars, MCAS item analysis, student Writing portfolio	Data from common assessments, WTHS writing portfolio.	
Data Source:MCAS	Data Source: common assessment	

## IV. Action Steps – School SMARTe Goal

School SMARTe Goal: 96% of students will score at or above proficient level on the 2016 ELA MCAS.

Best Practice or Strategy: Adherence to and quarterly review of WTHS student writing portfolios

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
Quarterly writing portfolio checks and monitor of Common Core Curriculum map grades 9-12.	<b>Quarterly</b>	ELA and SPED ELA faculty	Writing portfolio	Professional development
Continue to highlight the differences between non-fiction and fiction passages.	<b>Sept-May</b>	All academic and technical faculty	Lesson plans	Older MCAS data & AP exams
Continue to Scaffold ORQ methodology to incorporate more paraphrasing and embedded quotes into student writing to minimize “speed bumps”	<b>Oct - May</b>	ELA faculty	Lesson plans	Professional Development
Continue to use DESE student work samples, fiction/non-fiction excerpt bank with multiple choice and open response questions as well as long composition prompts.	<b>Nov-May</b>	ELA faculty	Lesson plans	Document reader
Direct instruction of process-writing with multiple revisions based on student, peer, and teacher review that promote quality rather than quantity.	<b>Oct-May</b>	Academic faculty	WTHS writing portfolio	<ul style="list-style-type: none"> <li>• Process writing</li> <li>• Graphic organizers</li> <li>• Self and Peer Review Sheets</li> </ul>
Junior honors teachers are collaborating on pre-AP curriculum to increase the number of seniors taking either AP Literature or AP Language. (Our goal is 60% of junior honors students to take AP ELA class senior year)	<b>Oct-May</b>	Junior Honor Teachers	Course Enrollment	Common Planning Time
Continued use of constructed responses in WTHS writing portfolio in preparation for PARCC.	<b>Sept</b>	ELA faculty	Writing portfolio	Department Meeting
Sharing of lessons across grade levels and interdepartmental to the Social Studies department.	<b>Sept-June</b>	ELA and Social Studies department	Lesson Plans	none

Sharing of best practices for improving the quality and quantity of student writing.	<b>Aug - June</b>	ELA Faculty/Special Education	ELA Department Meetings	Department Meeting
Classroom supports for ELL students	<b>Aug-June</b>	ELL Teacher SEI Certified Teachers	Lesson plans Classroom observations	ELL support personnel
Grade 9 and 10 students identified for AVID participate in Strategies for Success and weekly classroom tutoring. Grade 11 students work with AVID instructor on SAT strategies.	<b>Aug-June</b>	AVID Instructor	AVID materials and tutors. Lesson plans	AVID tutors
Grade 9 and 10 students scoring in Failing/Needs Improvement on 8 <sup>th</sup> grade MCAS scheduled for MCAS Academic Support After School tutoring.	<b>January – March</b>	MCAS Specialist, MCAS After school teacher and site administrator	MCAS after school attendance	Academic Support Grant
Social studies department will use a common rubric to correct open response questions and CEI to ensure consistent grades and feedback is provided to students in all grade levels.	<b>Aug – June</b>	Social Studies department	Department meetings	Department Meetings

### III. Action Plan

<b>Worcester Public Schools Strategic Goal</b>	Worcester Public Schools will implement strategies that result in high student achievement.	
<b>School SMARTe Goal</b>	<b>The median SGP will be at or higher than 68 on the 2016 Mathematics MCAS exam</b>	
<b>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</b>	<b>Differentiation to ensure access for targeted student populations</b>	
	Through use of 8 <sup>th</sup> grade math MCAS data and practice 10 <sup>th</sup> grade MCAS exams, targeted areas for student growth will be focused on in each class. Math teachers will model open response questions focusing on Common Core content.	
<b>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</b>	The ILT team will ensure the implementation of these strategies through classroom observations, review of lesson plans, analysis of MCAS data to target specific areas of weakness and review student notebooks as a group.	
<b>School Performance Indicators and Data Sources</b>		
<b>ADULT IMPLEMENTATION INDICATOR</b>		<b>STUDENT RESULTS INDICATOR</b>
Data Source: Lesson plans, student exemplars, MCAS item analysis, Assisments data Student notebooks Data Source: MCAS		Data from common assessments, packet practice, Assisments reports
		Data Source: common assessment

## IV. Action Steps – School SMARTe Goal

School SMARTe Goal: The median SGP will be at or higher than 68 on the 2016 Mathematics MCAS exam

Best Practice or Strategy: Through use of 8<sup>th</sup> grade math MCAS data and practice 10<sup>th</sup> grade MCAS exams, targeted areas for student growth will be focused on in each class. Math teachers will model open response questions focusing on Common Core content.

ACTION STEPS	TIMELINE	PERSON(S) RESPONSIBLE	MEASURES USED (Degree of Implementation)	RESOURCES (Including Financial)
9 <sup>th</sup> , 10 <sup>th</sup> and 11 <sup>th</sup> grade teachers will follow Common Core Curriculum Map created by city	2015-2016 school year	9 <sup>th</sup> /10 <sup>th</sup> /11 <sup>th</sup> grade Math teachers	Curriculum map Lesson plans	Professional development
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.	2015-2016 year	All math teachers Special Education teachers	Assistment data	Assistments
Teachers will model strategies to effectively answer open response questions with their classes, especially questions that focus on real-world applications of topics covered.	2015-2016 school year	All math teachers Special education teachers	Student Exemplars	Professional development
Teachers will encourage their students to participate in the afterschool MCAS academic support program.	September 2015- May 2016	All math teachers	enrollment	Academic Support grant
Technical faculty will continue to review embedded math strands and incorporate their use in project based learning.	2015-2016 school year	Technical teachers Focused Instructional Coach	Lesson plans Student projects	Professional development MA Technical standards Crosswalk documents
Teachers will implement bell-ringers and activators that are focused on real-world applications of topic	2015-2016 school year	All math teachers Special education teachers	Lesson plans	Professional development

Classroom teachers will monitor the progress of ELL students in their classes and inform ELL teacher of any student who is falling behind.	2015-16	All math teachers Special education Teachers ELL Teacher	Gradebook	ELL teacher
Provide additional supports in inclusion classes. Team teaching in targeted college level classes to ensure provision of accommodations to students with special needs.	2015-2016 school year	Inclusion teachers	Special education Delivery of service Guidelines	IAs or SPED teachers

### III. Action Plan

<b>Worcester Public Schools Strategic Goal</b>	Worcester Public Schools will implement strategies that result in high student achievement.	
<b>School SMARTe Goal</b>	<b>70% of grade 9 students will score proficient or higher on the 2015 Biology MCAS.</b>	
<b>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</b>	<b>Differentiation to ensure access for targeted student populations</b>	
	The science department will use a variety of test taking strategies and focus on open response questions. Biology teachers will do labs with all students as Biology classes are fully included.	
<b>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</b>	The instructional leadership team will ensure the implementation of these strategies through classroom observations and review of lesson plans.	
<b>School Performance Indicators and Data Sources</b>		
<b>ADULT IMPLEMENTATION INDICATOR</b>		<b>STUDENT RESULTS INDICATOR</b>
<b>Data Source:</b> lesson plans, observation notes		<b>Data Source:</b> data from common assessments, lab reports, notebooks

## SCIENCE

### IV. Action Steps – School SMARTe Goal

School SMARTe Goal: 70 % of grade 9 students will score proficient or higher on the 2015 Biology MCAS.

Best Practice or Strategy: Teach students to preview open response/multiple choice Science MCAS questions prior to reading passage.

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
WTHS Science faculty will use common planning time and departmental meetings to analyze previous MCAS exams and item analysis.	Sept - June	All department members	Meeting agendas	None
Based on the analysis of previous MCAS exams the science faculty will determine what strands/topics need in depth review for the current 9 <sup>th</sup> grade students.	Sept - Oct	All department members	Analysis	MCAS item analysis
The Science curriculum map and mid-year assessment will be adjusted to reflect MCAS analysis.	Oct - Nov	Department Head	Curriculum Map	MCAS item analysis
Science faculty will use best practices, modeling, and collaboration to determine best practices. As a group individual teacher item analysis will be analyzed to see teacher strengths that should be modeled.	Sept - May	All department Members	Multiple choice and open response questions.	MCAS multiple choice and open response questions. Teacher Class Item Analysis
All grade nine students are fully included in classrooms as there is no resource biology class	Sept-June	All department members	Class schedule	None



### III. Action Plan

<b>Worcester Public Schools Strategic Goal</b>	The Worcester Public Schools will create a welcoming, safe and secure school environment for students, their families, educators and community members.	
<b>School SMARTe Goal</b>	<b>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. Laboratory safety will be reviewed at each monthly department meeting.</b>	
<b>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</b>	<b>Differentiation to ensure access for targeted student populations</b>	
	Safety reviews are based on national standards, SDS (Global Harmonization Project), manufacturer's recommendations and UL Standards. This is updated quarterly and upon receipt of new machinery or materials.	
<b>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</b>	Vocational director, science department head and technical department heads along with the ILT will observe and document safety procedures in the technical areas and labs. Vocational competency checklists will be reviewed quarterly.	
<b>School Performance Indicators and Data Sources</b>		
<b>ADULT IMPLEMENTATION INDICATOR</b>		<b>STUDENT RESULTS INDICATOR</b>
Data Source: Lesson plans, record of safety contracts, observations Data Source: Lesson Plans and Safety Records, Sign in sheets from In-service Global Harmonization /SDS training on 10/11/13		Data Source: Vocational competencies checklist, lab reports where students write safety standards written to show comprehension Data Source: Lab reports and competencies checklist

## IV. Action Steps – School SMARTe Goal - SAFE AND SECURE SCHOOLS

School SMARTe 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.

Best Practice or Strategy: Presentation of materials in a variety of formats

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
Students will participate in a safety review during related theory/exploratory and science classes.	September	Technical faculty Science faculty	Lesson plans	National safety standards and equipment operation manuals
Students will be presented with a variety of materials where they then will explain both orally and in writing and demonstrate proper use of material and equipment	Sept-June	Technical faculty Science faculty	Lesson plans	National safety standards and equipment operation manuals
Students and parents will be required to acknowledge safety requirements and potential hazards of technical program.	Sept-June	Technical faculty Science faculty	Student Contracts	National safety standards and equipment operation manuals
Continue to increase the number of OSHA 10 certified trainers in the WTHS faculty	Sept-June	Technical faculty	Enrollment	National safety standards
Every technical area has a required uniform standard pertaining to safety. If students violate uniform policies, they will be sent to in house suspension where they will be required complete a written review of safety and uniform policies.	Sept-June	Technical faculty	Observations	National safety standards and equipment operation manuals
All students will participate in safety testing and training and show knowledge through written response.	Sept-Feb	Technical faculty	Exemplars	Safety tests
All students will be safety trained in OSHA 10 or other industry safety standard.	Sept – June	Technical faculty	Lesson plans	National safety standards
Students will complete written laboratory reports to demonstrate knowledge of safety standards.	Sept-June	Science faculty	Lab reports	Lab reports
Continue to update the web-based chemical inventory within science laboratories, Web and Programming Development students will provide teacher professional development on its use. Web base chemical inventory will be launched of Office Technology.	November	Science Department Head Office Technology	Web-based inventory	Office Technology

Conduct an EPA audit of WTHS chemical storage and disposal procedures and implement recommendations.	Sept – Oct	Science faculty	Safety audit records	Chemical storage and disposal assistance
Review and document safety procedures for Coordinated Plan Review	October – February	Technical Faculty	Department plans	National safety standards and equipment operation manuals

## Action Plan

<b>Worcester Public Schools Strategic Goal</b>	Worcester Public Schools will develop a formal communication system in order to better transfer information on effective practices and needs.	
<b>School SMARTe Goal</b>	<b>WTHS will continue to employ various communication strategies quarterly to effectively inform community partners and 100% of families of important career and college information and events, school business, news and accountability plan.</b>	
<b>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</b>	Use of various media to communicate WTHS school focus, news and information.	
	<b>Differentiation to ensure access for targeted student populations</b>	
	Communication is presented in seven different languages and interpretive services are used at public events.	
<b>Leadership Team Implementation (Explain how Data Teams implement and measure school-wide strategies.)</b>	ILT will ensure timely communication of school news and information to families and community.	
<b>School Performance Indicators and Data Sources</b>		
<b>ADULT IMPLEMENTATION INDICATOR</b>	<b>STUDENT RESULTS INDICATOR</b>	
Newsletter, Guidance Quarterly, Guidance Website and Calendar, Talent Search, Data Source: ConnectEd, Guidance Quarterly, Guidance Website and Calendar, Newsletter	Career and College placement Data Source: Career and College placement %'s	

## Action Steps – School SMARTe Goal

School SMARTe Goal: WTHS will employ various communication strategies to effectively inform community partners and 100% of families of important school business, news and accountability plan.

Best Practice or Strategy: Communication is presented in seven languages and various media.

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
Host Freshman Jumpstart to acclimate incoming freshman with WTHS.	August	Assistant Principal	Attendance	Teacher stipend Student t-shirts Guest speakers
Promote parent/guardian use of portal at Know Your School Night and 8 <sup>th</sup> 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.	October 21 & November 12	Guidance Department & Student Volunteers	Attendance	None
WTHS will publish Guidance Page, in print and on the school website, which will feature information and articles pertaining to the school focus and STEM innovation plan.  The Guidance Page will serve as a means to disseminate information pertaining to the school's implementation of Naviance academic and career planning software. The guidance department will establish a twitter account, a guidance website, and calendar to keep families informed of relevant academic events, dates and deadlines.	Sept-June	Administration Guidance Dept. Head Faculty	Publication and dissemination	Graphics Dept.
Tradewinds (school newspaper) created by students will include articles and updates on the school focus, STEM ECCHS, and the accountability plan.	Sept-June	Tradewinds Advisor and Editor Administration Graphics students	School newspaper	Graphics Dept.
WTHS grade 12 senior capstone project will enter year three with a focus on community projects.	November-May	Technical Instructors	Senior projects posted on techhigh.us	Examples of Capstone projects.
Use of ConnectEd to contact parents/guardians to inform families of school focus, STEM ECCHS plan, and school news.	Sept-June	Administration	ConnectEd	WPS

WTHS Portal Page will include information on the STEM ECCHS plan and the school accountability plan with updated data as collected	Nov-June	Administration	Number of site visits	Telecommunication and Information Services faculty and students
Naviance is used to communicate with students and their parents. We want to explore adding advisory board members to Naviance so they receive the same communications.	Sept – June	Guidance	Naviance	Naviance
Teachers will share with families their course syllabus, classroom expectations and the school focus at Know Your School Night. Administration will meet with grade 9 families to explain the exploratory scheduling and technical area selection process to families. All families will receive a WPS college handbook.	October 21, 2015	Administration Faculty	Power point presentations  Family participation	Use of technology
AP and AVID students attended Career and College Fair.	October	AP coordinator AVID teacher	Student participation	Bus fees
WTHS will host an AP recruitment night for families of grade 10 and 11 students.	April	AP lead teacher AP teachers Guidance Administration AP Coordinator	AP enrollment  Family participation	MMSI
WTHS will host an 8 <sup>th</sup> grade Open House for potential students and families allowing them to tour the 24 technical programs, receive information on the academic curriculum (including AP) and inform them of the schools mission, focus, STEM ECCHS plan, and instructional philosophy.	November 12, 2015	Administration Faculty and Staff students	Family participation  Number of applications	Graphics Dept.  US Mail  ConnectEd
WTHS will host a freshman family reception night for incoming 9 <sup>th</sup> grade students and families.	June	Administration Guidance	Family participation	US Mail
WTHS will host a financial aid night for grade 11 and 12 students to assist with the financial aid application process.	November	Guidance Administration Talent Search Coordinator	Family participation	FAFSA forms  College handbook

WTHS will host student of the semester, athletic and senior awards to celebrate the achievement of academic and technical students.	January, May and June	Administration Guidance Academic and Technical Department heads Coaches	Awards list  Family participation  Scholarships	Certificates  scholarships
11 <sup>th</sup> and 12 <sup>th</sup> graders will be given an opportunity, free of charge, to take Accuplacer at WTHS through QCC.	October 2015 March, April, May 2016	Guidance Counselors	Accuplacer	QCC
A quarterly letter will be sent out updating the general advisory board on school wide successes and opportunities for businesses to partner with our school	Sept - June	General Advisory Board Director	Quarterly Letter	Board members contact information
Families of students participating in the WTHS Science & Technology Engineering Fair will be invited to view the projects and the awards ceremony.	March - May	Science teacher Jackie Kalisz	Science Fair invitations	US Mail

### III. Action Plan

<b>Worcester Public Schools Strategic Goal</b>	Worcester Public Schools will foster high levels of family and community engagement, commitment and partnership.	
<b>School SMARTe Goal</b>	WTHS will enter year 4 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.	
<b>Identified Best Practice or Strategy (Include differentiation to ensure access for targeted student populations)</b>	<p><b>Differentiation to ensure access for targeted student populations</b></p> <p>General Advisory Chair, Technical Director, Technical Program Advisory Chair, Co-op coordinator, Focused Instructional Coach and technical instructors from the 23 technical programs will recruit and refer representatives from STEM identified local businesses and industry to support STEM career and technical activities. Guidance Counselors, and talent search will collaborate with academic and technical department heads to submit copies of curriculum and syllabi to local two and four year STEM programs at colleges for potential articulation agreements as well as other high school and college connections. This will assist in supporting the WTHS STEM Early Career and College High School Plan. Every effort shall be made to include opportunities to first year college goers and other under-represented students.</p>	
<b>Instructional Leadership Team Implementation (Explain how ILT members implement and measure school-wide strategies.)</b>	ILT, technical director, department heads, and guidance, including co-op, AVID, and talent search will coordinate, conduct, and review and identify all STEM events, activities, and opportunities to ensure all WTHS students become career and college ready.	
<b>School Performance Indicators and Data Sources</b>		
<b>ADULT IMPLEMENTATION INDICATOR</b>		<b>STUDENT RESULTS INDICATOR</b>
Data Source: agendas, attendance at school events, articulation Agreements		Data Source: College acceptance rates



## IV. Action Steps – School SMARTe Goal FAMILY AND COMMUNITY ENGAGEMENT

School SMARTe Goal: **WTHS will enter year 4 of the WTHS STEM Early Career College Plan by increasing the number of participants school sponsored events and increase the number of STEM partnerships with two and four year universities and local businesses and industry in order to actively engage parents and community members in the WTHS STEM ECCHS.**

Best Practice or Strategy: General Advisory Chair, Technical Director, Technical Program Advisory Chair, Co-op coordinator and technical instructors from the 23 technical programs will recruit and refer representatives from STEM identified local businesses and industry to support STEM career and technical activities. Guidance Counselors, and talent search will collaborate with academic and technical department heads to submit copies of STEM curriculum and syllabi to local two and four year colleges for potential articulation agreements as well as other STEM high school and college connections. This will assist in supporting the WTHS STEM Early Career and College High School Plan.

<b>ACTION STEPS</b>	<b>TIMELINE</b>	<b>PERSON(S) RESPONSIBLE</b>	<b>MEASURES USED (Degree of Implementation)</b>	<b>RESOURCES (Including Financial)</b>
Weekly college (academic and technical) visits for seniors at WTHS.	Sep-Nov	Linda Graham Guidance	Attendance	
All 11 <sup>th</sup> and 12 <sup>th</sup> grade students will write a cover letter and create a resume to submit to potential employers for internship or co-op opportunities that will be reviewed by volunteers from General Advisory Board.	Sept-Nov	Technical instructors Co-Op Coordinator	Student resume and cover letter	Rubrics
WTHS will enter year three of the grade 12 senior Capstone Project.	Nov-May	Academic and Technical Faculty	Senior projects	As needed
Students will write a reflection paper about their vocational experience as it relates to their post graduate plans.	April-May	SPED faculty ELA faculty	Reviewed and scored by ELA faculty	WPS writing portfolio
Students will journal about their co-op and internship experience quarterly to be submitted to local businesses and industry advocates expressing our appreciation for their role in student success and growth.	Sept-June	Technical instructors Co-Op coordinator	Reviewed and scored quarterly	Journals
Technical students will read technical journals and respond to critical thinking questions weekly	Sept-June	Technical instructors	Reviewed weekly	Rubrics, technical journals
Cooperative education coordinator will meet with potential STEM partners from business, industry, and higher education	Sept-June	Co-op coordinator	Reported to ILT quarterly	Use of Technology

Local industry and business partners will present a career seminar to students focusing on interview skills, resume building, and the use of social media to grade 11 and 12 students.	Nov - March	Co-op coordinator	Agenda	Guests speakers
Director of Vocational Education and Principal will meet with local college presidents to increase awareness of STEM student need and to develop STEM opportunities including articulation agreements, field trips, guest speakers, and grant partners.	Sept-June	Director of Vocational Education and Principal	Reported to ILT quarterly	Use of Technology
Focused Instruction Coach will meet with all technical instructors to update scope and sequence to align with the new technical frameworks.	Oct – June	Coach, technical faculty, Vocational Director	Technical Frameworks	As needed

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

District Name	School Name	Principal Name	Plan Begin/End Dates
Worcester Public Schools	Worcester Technical High School	Kyle Brenner	August 24 – June 9

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Through the NEASC committees staff will ensure documentation, curriculum, and facility are adequate to meet the 11 NEASC standards: mission and purpose, planning and evaluation, organization and governance, academic program, faculty, students, library and other information resources physical and technological resources, financial resources, public disclosure, and integrity.	Entire faculty	By going through the NEASC accreditation process, staff will review our practices for high student achievement, safe and secure schools, high levels of family and community engagement, and ensure a wide range of effective communication systems.
2	100% of graduates will complete coursework to prepare them for college and career	Entire faculty	Foster levels of high student achievement in academic and technical areas
3	Provide student specific supports and instruction to all	Entire Faculty	Foster levels of high student achievement in academic and technical areas and high levels of family and community engagement.

## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	8/25 – NEASC Committees – start to write summaries	
	10/9 – NEASC Committees – writing summaries	
	12/1 - ½ day – NEASC Committees	
	12/15 - ½ day – NEASC Committees	
	1/26 - ½ day – NEASC Committees	
	4/5 - ½ day – Prepare for NEASC Visit	
2	March 9, 2016 - ½ day – Motivational Speaker Event, Anthony Robles at Hanover Theater	
	ILT & Monthly Department Meetings – sharing of best practices, common assessments, DDMs,	
3	ILT & Monthly Department Meetings – MCAS item analysis, sharing of best practices, common assessments, DDMs	

## 3: Essential Resources

PL Goal No.	Resources	Other Implementation Considerations
1	Half school days for students	
2	Commitment of funds from anonymous donor, data	
3	Assessment data	

**4: Progress Summary**

<b>PL Goal No.</b>	<b>Notes on Plan Implementation</b>	<b>Notes on Goal Attainment</b>
1		
2		
3		