

Keefe Regional Technical School School Improvement Plan Major Goals 2018-2019



South Middlesex Regional Vocational Technical School District

Guidance/School Climate

SMART Goal 1: Throughout the 2018-2019 school year we will build on the development, and continue to implement strategic ways to celebrate student achievement, success, positive decision-making, and unity. This school year, a specific focus will be on the substance abuse issues that have become evident in all schools across the Commonwealth.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Student success, achievement, positive decision-making and unity are all areas of focus for our faculty and administration throughout the school year. During the 2017-18 school year, ideas for potential programs that focus on stress reduction, peer mentoring, peer mediation, multicultural peer mentoring have been discussed with a plan for implementation. There are currently a variety of school wide programs we have in place that highlight positive things happening with our student body. There are also many classroom activities that take place in an effort to promote a positive school climate.</p> <p>As adolescents in today's society our students are</p>	<p>Plan beginning of the year class assemblies which include a schedule of class meetings for the school year;</p> <p>Review all programming surrounding celebrating student success, achievement, positive decision-making and unity;</p> <p>Research school based interventions to bring in for a school assembly and to reach "at risk" students;</p> <p>Continue the development of previously created document of ideas and strategies surrounding celebrating student success and achievement and share with stakeholders;</p> <p>Continue to work with school adjustment and</p>	<p>Prior to the start of the 2018-2019 school year, we will plan welcoming class assemblies for all grade levels;</p> <p>By the end of September 2018, we will create a schedule for class meeting times with ideas for topics to cover;</p> <p>By the end of October 2018, we will add to our document that includes all current programming in place for students at risk for substance abuse.</p> <p>During the fall of 2018, the Guidance Department, School Resource Officer and Assistant Principal will meet to develop programs to support an increase in positive decision-making with students in all grade levels, focusing on current</p>	<p>Assistant Principal, Director of Guidance/ Admissions, School Counselors and School Resource Officer.</p>	

<p>faced with many challenging situations. The 2017-2018 school year has been as difficult for schools as we are faced with many students experimenting with e-cigarettes, vaporizers with THC oils, marijuana and edibles. Our goal is to be more proactive in our response to student needs and increase the number of students consistently making good choices both in and outside of school.</p> <p>Unity between our students and creating a positive school climate is a constant area of focus during our welcoming assemblies with students and faculty and in the work we do every day as educators. It is our intention to make this a continued area of focus during the 2018-2019 school year.</p>	<p>substance abuse counselors surrounding positive decision-making and continue the developed focus groups that highlight specific topics that students need support with.</p>	<p>substance abuse issues;</p> <p>Throughout the 2018-19 school year, the Guidance Department will dedicate meeting time to develop and implement ideas to highlight student achievement through visuals in the building and department, as well as through the school website and social media.</p>		
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Academics/Instruction

SMART Goal 2: During the 2018-19 school year, academic departments will implement common assessments.				
Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>All six academic departments are beginning the second year of a three-year curriculum revision process, which began with the 2017-18 SIP goal. Each department has laid out a plan to revise curricula in all courses, unit by unit.</p> <p>As part of this curriculum revision process, the departments adopted a new curriculum unit template. Part of this template includes a place to collect assessments that teachers commonly use in the unit.</p> <p>The use of common assessments varies department by department and course by course. Multiple math and science courses have common unit assessments among their different sections. To a</p>	<p>Review and learn from our NEASC self-study reflection pertaining to assessment.</p> <p>Collect and collate existing assessments for each course.</p> <p>Set department-specific goals and benchmarks for the process of implementing common assessments.</p> <p>Devote time for departmental teams to collaborate assessment collection/collation, development, and revision.</p> <p>Complete relevant research and professional development as needed.</p> <p>Determine the extent to which common departmental rubrics are needed to achieve</p>	<p>By October 2018, determine the optimal number of common assessments per course (and/or per unit), considering both formative and summative options; revise unit plan template to reflect the expectation of common assessments as needed; set specific goals and action plan for 2018-19 common-assessment implementation.</p> <p>By December 2018, complete draft of first step of action plan (including some common assessments) for revisions, for review/feedback from lead teachers and administration.</p> <p>Throughout the year, monitor progress.</p> <p>By April 2018, complete all steps and final draft of</p>	<p>Principal, Director of Curriculum & Instruction, Lead Teachers.</p>	

<p>lesser extent assessment commonality occurs in social studies and English courses.</p>	<p>maximum utility of common assessments. Integrate common assessment implementation into the existing curriculum revision plan.</p> <p>Explore opportunities to use common assessment data to inform curricular revision an instruction.</p>	<p>common assessment implementation for approval by the administration.</p>		
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Career and Technical Education

SMART Goal 3: During the course of the 2018-19 school year, the CTE instructors will improve English writing assignments in their content area. 100% of all students will demonstrate a proficiency of identifying the main idea of a CTE-related written text, as measured by teacher discussion and/or student written documentation.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Students in CTE areas struggle with writing assignments and understanding written texts for terminology in their program area.</p> <p>MCAS English scores, although generally good, show the need of support for foundation writing concepts.</p> <p>The English Department is going through a revision process due to the new frameworks initiated. Based on different standards and changes taking place in the English Department, a new strategy in the Career and Technical areas is timely.</p>	<p>At least twice weekly CTE instructors will implement English writing assignments relevant to their program area as a support for their English classes at Keefe.</p> <p>Teachers will break down text and writing activities providing a framework for summarizing text that a student has just read, as well as instruction on a basic format for sentence stems which all students can use.</p> <p>The teacher will explain to students the chosen English writing concept. The students will apply the knowledge to a guided practice activity prepared for them by the teacher. The students will synthesize</p>	<p>At the beginning of the year, students will be administered a written assignment. This will be graded using the English departments grading rubric. Data will be gathered and used for a determination of the strategies needed for improvements.</p> <p>Formative assessments will be ongoing in review of the English standards to determine student abilities gained.</p> <p>Summative testing through written assignments will be ongoing throughout the year.</p> <p>Remediate a needed with supports of one-on-one instruction, and differentiation based on</p>	<p>Principal, Director of Career and Technical Education, Director of Guidance/Admissions</p>	

	knowledge gained through instruction and practice in order to complete independent assignments on chosen English written concepts.	student individualized plans. At the end of the year, students will take an English written post-test.		
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Special Education

SMART Goal 4: During the 2018-19 school year, the Special Education Department will present a six-part series to faculty. Areas of focus will include special education law and compliance, team process (participation and responsibilities), assessment and evaluation, assistive technology, supporting behavior, connecting disability to impact on performance and inclusion. Teachers and support staff will participate in targeted sessions to further understand the essential elements of the IEP, compliance, roles, and responsibilities in the team process in an effort to assist all faculty in meeting the needs of those with special needs in an inclusive setting. Special educators, general education instructors and assistants will coordinate and implement practices that are inclusive of these with special needs.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Students at Keefe Technical School currently participate in a full inclusion model; Through the team process, the feedback from general education instructors is embedded in the IEP (accommodations/modifications) and the development of transition plans;</p> <p>All instructors are provided with portfolio IEP, Aos that provide information on modifications, accommodations, updated assessments, student's current level of performance, and impact of disability on curriculum;</p>	<p>The Special Education department will develop and present a professional development series that includes: assessment, law, compliance, transition, team process (roles and responsibilities), and technology;</p> <p>The Special education Department will provide ongoing support to faculty on implementing strategies and monitor progress for those identified as requiring specialized instruction;</p> <p>The Special Education Department will evaluate its current delivery model</p>	<p>Faculty will be provided support services and instructional delivery options available;</p> <p>Review of instructional methodologies to meet those identified through the team process as requiring specialized instruction;</p> <p>There will be ongoing classroom observations to monitor implementation of effective practice;</p> <p>Regular communication with service providers, including special educators and support staff for updated student progress and effectiveness of</p>	<p>Principal, Director of Special Education</p>	

<p>The Special Education Department meets individually with instructors to discuss IEP, AOs for incoming students;</p> <p>During the orientation process and ongoing mentoring sessions for new faculty, special education policy and procedures are reviewed;</p> <p>Teachers continuously monitor student progress and collaborate with the Special Education Department for mandated reporting;</p> <p>Faculty are currently part of the special education team process and provide valuable feedback for IEP development and transition planning.</p>	<p>through interdepartmental collaboration.</p>	<p>implemented strategies.</p>		
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