

Keefe Regional Technical School School Improvement Plan Major Goals 2019-2020



South Middlesex Regional Vocational Technical School District

Guidance/Special Education

SMART Goal 1: During the 2019-2020 school year, we will pilot a new model for our Student Response Team, with a focus on broadening the referral process and consistent collaboration of support faculty.				
Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Currently, our Students Response Team (START) is comprised of our 3 School Counselors, Director of Guidance/Admissions, Director of Special Education, School Adjustment Counselor, School Psychologist, Clinical Psychologist, Special Education Team Chair and School Nurse. The team meets approximately once a month to review more complicated student issues, discuss social, emotional and behavioral trends, share best practices and review policies and procedures. There are also opportunities for professional development with community resources presenting to the group.</p> <p>Teachers are aware of the START team and receive a memorandum at the beginning of the year surrounding the goals and purpose of the team. Student referrals to the team are primarily made by team members. Additional stakeholders are invited to participate in the START</p>	<p>Review the current model of the START team and research models at other high schools;</p> <p>Establish meeting times and START team members;</p> <p>Review of the current Massachusetts Tiered System of Support (MTSS) and the District Curriculum Accommodation Plan (DCAP);</p> <p>Establish a comprehensive format for teachers to refer students to the START team that includes teachers identifying tier one interventions and family communication that was already attempted;</p> <p>Establish a data tracking protocol to monitor tiered interventions;</p> <p>START team members will meet consistently throughout the 2019-2020 school year to review student referrals and establish plans of action;</p>	<p>Prior to the start of the 2019-2020 school year, we will have a new format in place for the START team based on both an internal review of the effectiveness of our current model and analysis of additional high school models;</p> <p>At the beginning of the 2019-2020 school year, START team members will be determined and there will be a process for inviting additional members to participate in meetings as needed;</p> <p>By the end of September 2019, communication will be sent to all faculty members surrounding a student referral process to the START team;</p> <p>Throughout the entire 2019-2020 school year, START team members will meet on a weekly basis to review student referrals and establish appropriate interventions;</p> <p>Prior to the end of the 2019-2020 school year, the START</p>	<p>Assistant Principal, Director of Guidance/ Admissions, School Counselors and School Resource Officer.</p>	

<p>team as needed, including the School Resource Officer and Assistant Principal.</p>	<p>We will review the changes made to the START team to determine the effectiveness of the new pilot model;</p> <p>Collaborate with instructors and support providers in embedding identified needs into the curriculum;</p>	<p>team will review the new piloted format that includes data analysis surrounding student interventions put in place and determine a plan for the following school year.</p>		
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School Climate

SMART Goal 2: Throughout the 2019-2020 school year, we will prioritize incorporating the school's core values into student programming and school-wide activities.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>The current core values that we have established at Keefe Tech are integrity, diversity, life-long learning and high expectations. Our core values are posted in academic classrooms and Career and Technical Programs. At beginning of the year class meetings our core values are reviewed. There are often additional times that we highlight a specific core value when speaking to students in large and small groups surrounding issues that may be going in the building and/or community.</p> <p>School faculty are encouraged to incorporate the school's core values into classroom discussions when appropriate and refer to them throughout the school year.</p>	<p>By the end of December 2019, we will identify members of the faculty and administration who are interested in being part of a team looking at strategies to support and maintain a positive school climate;</p> <p>By the end of December 2019, we will identify students who could be peer leaders to help with establishing additional strategies to make all students feel welcome in the building;</p> <p>Throughout the 2019-2020 school year we will research outside speakers and trainings for students that are focused on inclusivity and celebrating a diverse student body and determine appropriate programming to take place.</p>	<p>Research and attend trainings surrounding positive school climate, inclusiveness, and responding to bias in school;</p> <p>Establish important stakeholders in the school who are interested in being a part of supporting our school climate;</p> <p>Identify students who could be peer leaders to help with establishing additional strategies to make all students feel welcome in the building;</p> <p>Establish speakers and trainings for students that are focused in inclusivity and celebrating a diverse student body.</p>	<p>Principal, Director of Curriculum & Instruction, Lead Teachers.</p>	

Academics

SMART Goal 4: During the 2019-2020 school year, academic departments will implement common scoring mechanisms to ensure an equitable student experience. Academic departments will also complete a final curriculum action plan to evaluate the three-year revision and implementation process.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>All six academic departments are beginning the final 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. 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. 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 lesser extent assessment commonality occurs in social studies and English courses. For the final phase of this goal, departments will implement common assessments consistently and with fidelity. In addition to the</p>	<p>Review and learn from our NEASC self-study reflection and CDSA report pertaining to the overall assessment process. Set department-specific category/weights and rubrics following the implementing of common assessments. Devote time for departmental teams to collaborate on rubric collection/collation, development, and revision. Complete relevant research and professional development as needed. Explore opportunities to use common assessment data to inform curricular revision an instruction. Complete a final revision overview following the implementation of the curriculum and assessment process.</p>	<p>By August 2019, determine the agreed upon category/weights for grading per department. Throughout the fall, develop common departmental rubrics for scoring common assessments. By December 2019, complete draft of first step of action plan for revisions, for review/ feedback from lead teachers and administration. Throughout the year, monitor progress. By April 2020, finalize the entire 3 year curriculum revision process to include curriculum, assessments and rubrics for the approval by the administration.</p>	<p>Principal, Academic Assistant Principal, Lead Academic Teachers, Academic staff.</p>	

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implementation, departments will develop common category/weights and rubrics for their assessments. Finally, departments will evaluate the three-year revision process and make adjustments to the curriculum, lesson plans, and assessments as needed.				
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Career and Technical Education

SMART Goal #5 - In the 2019-20 school year the Career and Technical Programs will incorporate data analysis of graduation rates, absenteeism/tardiness, Cooperative employment and suspension rates by each department and by grade. Teachers within the program will incorporate improvement strategies over last year's results once compiled and improve by 5% in each category.				
Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Some students in CTE areas struggle with completion of high school, attendance/tardiness issues, cooperative employment and suspension.</p> <p>Through analysis of these data points strategies could be implemented to improve student participation.</p>	<p>CTE instructors will look at data monthly to determine current trends in cooperative employment, attendance/tardiness and suspension and compare it to the previous year's status.</p> <p>Teachers will segregate the data and implement strategies that will improve outcomes in all categories with a cumulative result with the ultimate goal improvement of graduation rates.</p>	<p>At the beginning of the year, teachers will receive data for all categories specified from the previous year. Communications will take place with students to encourage improvement during the present school year.</p> <p>Monthly data analysis will be instituted and the result of the analysis will create communications to students, families and guidance.</p> <p>Midterm and Trimester grades will be analyzed in all subject areas. Resulting data will be communicated to students in the program. Remediation will be instituted if necessary and strategies to improve any lapses in any category.</p> <p>Overall improvement of 5% in each category will be attained.</p>	Principal, Director of Career and Technical Education, Director of Guidance/Admissions	