

# Keefe Regional Technical School School Improvement Plan Major Goals 2020-2021



South Middlesex Regional Vocational Technical School District

Approved:

### Admissions/Career and Technical

**SMART Goal 1:** During the 2020-2021 school year, we will rewrite our district Admissions Policy with a focus on consistent implementation of an updated career exploratory rubric.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>We have been fortunate to have our grade 9 students select and explore their top 8 choice programs. This practice has been in place for many years. During the 2020 onsite CVTE Coordinated Program Review, the visiting team identified changes to our practice that do not align with our current written Admission Policy that was updated in 2014.</p> <p>Currently, our exploratory teachers follow a rubric for student scoring that is a part of the Admission Policy. With our increase in enrollment, we would like to take this opportunity to review our entire process surrounding exploratory and placement. Our goal is to ensure that all students have fair and equitable access to all programs and that our exploratory grading is consistent across all technical areas.</p>	<p>Review feedback from 2020 CVTE Coordinated Program Review to inform changes to the Admission Policy;</p> <p>Review additional guidance information from the DESE regarding Admissions Policies;</p> <p>Update existing Admission Policy;</p> <p>Revise scoring rubric for career exploratory;</p> <p>Develop a team of career exploratory teachers to provide input and proposed changes to the scoring rubric;</p> <p>Training for Career and Technical teachers regarding the updated rubric;</p> <p>Monitor career exploratory grading process;</p> <p>Collect additional Career and Technical Program data about student preferences</p>	<p>Prior to the start of the 2020-2021 school year, we will submit the updated Admission Policy for review to the DESE. This will include an updated scoring rubric for career exploratory;</p> <p>Meeting with exploratory teachers will take place at the beginning of the 2020-2021 school year to review rubric changes and exploratory grading expectations;</p> <p>Throughout the 2020-2021 exploratory, there will be frequent check-ins and monitoring of exploratory grading each cycle;</p> <p>During Guidance Classroom Lessons in January 2021 that include the interest inventory and goal setting, students will complete a short survey to collect additional data on CTE choices;</p> <p>During the winter of 2021, there will be a review of exploratory placement data, with a focus on student</p>	<p>Director of Guidance and Admissions and Director of Career and Technical Education</p>	

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	<p>prior to students selecting their first choice program;</p> <p>Collect and share additional information regarding program placement, with a focus on performance of specific subgroups.</p>	<p>subgroups and their placement;</p> <p>During the spring of 2021, we will follow up with individual technical programs to review student placement and overall student performance to inform our practice moving forward.</p>		
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### Guidance/Special Education

**SMART Goal 2:** During the 2020-2021 school year, we will expand our new model for our Student Response Team (START) to include a process for any faculty member to refer students of concern.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>During the 2019-2020 school year, we implemented a new START team model that included meeting on a weekly basis. We established a running meeting agenda that included time for mindfulness, sharing best practices and reviewing students that were referred to the team. An online google form was used for START team members to refer specific students to bring up for the discussion in the meeting. This allowed our team to take notes and indicate specific parties responsible for follow-up with a student.</p> <p>Updated START team members included 3 School Counselors, Director of Guidance/Admissions, Director of Special Education, School Adjustment Counselor, School Psychologist, School Nurse, and 2 Clinical Interns.</p>	<p>Review the changes made to the START team during the 2019-2020 school year;</p> <p>Establish meeting times for the 2020-2021 school year;</p> <p>Explore the addition of new team members based on opening the referral process to all faculty;</p> <p>Develop a common form for the purpose of referral of students to the START team by faculty members;</p> <p>Send out updated information and process of student referral to all faculty;</p> <p>Explore additional community-based resources to support needs that were identified during 2019-20 school year;</p> <p>Review new referral process with START team</p>	<p>Prior to the start of the 2020-2021 school year, we will review the changes that were made to the START team and evaluate the effectiveness of last year's model;</p> <p>By the second week of September 2020, we will establish a standing meeting time for the START team;</p> <p>During the month of September 2020, we will propose the addition of new team members on a consistent, or as needed basis with current team members;</p> <p>By the end of September 2020, we will send out the newly developed form to refer students to the START team to all faculty;</p> <p>By the end of September 2020, we will send out communication regarding the</p>	<p>Director of Guidance/Admissions, Director of Special Education, Director of Curriculum and Instruction, and Director of Career and Technical Education</p>	

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	members, administrative team and faculty;	<p>START team composition and the new referral process;</p> <p>By the first week in October 2020, there will be outreach to community based programs for updated contact information and available services;</p> <p>Throughout the 2020-2021 school year, we will review the new model of referral and make changes to the form and process as needed to best serve our student population.</p>		
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### School Climate

**SMART Goal 3:** During the 2020-2021 school year, we will create opportunities that focus on promoting student success in all aspects of high school.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>During the 2019-2020 school year, we increased our focus surrounding incorporating our school's core values into whole school and classroom activities. In addition, we developed a leadership training program for students that culminated in a teen speak out/campus conversation day in the spring of 2020. We are continuing to explore additional strategies and models that highlight student achievements and create opportunities to bring students together and improve our overall school culture and climate.</p>	<p>Increase the role and responsibility of class advisors surrounding school activities and supporting the students in their class;</p> <p>Review feedback from spring 2020 teen speak out/campus conversation;</p> <p>Explore peer mentor programs, with a focus on supporting underclassmen in Career and Technical Programs;</p> <p>Connect with Career and Technical teachers surrounding supporting all students in their programs with their overall success in high school;</p> <p>Encourage faculty to share best practices surrounding student support and highlighting student success;</p>	<p>Prior to the start of the 2020-2021 school year, we will increase the role and responsibility of class advisors surrounding school activities and supporting the students in their class;</p> <p>By the end of September 2020, the administrative team will review feedback from spring 2020 teen speak out/campus conversation;</p> <p>Throughout the 2020-2021, we will explore the potential of peer mentor programs for the school, with a focus on mentoring in Career and Technical Programs;</p> <p>By the end of September 2020, the administrative team will connect with Career and Technical teachers, surrounding supporting</p>	<p>Principal, Assistant Principal, Director of Guidance/Admissions, Director of Career and Technical Education, Director of Curriculum and Instruction</p>	

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	<p>Increase school-wide activities surrounding student achievements and student interests.</p>	<p>all students in their programs with their overall success in high school. At this time, we will encourage faculty to share best practices surrounding student support and highlighting student success;</p> <p>Throughout the 2020-2021 school year, we will increase school-wide activities surrounding student achievements and student interests.</p>		
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## Academics

**SMART Goal 4:** During the 2020-2021 school year, the district will plan and implement a Two Way Immersion (TWI) model for English Language Learners (ELLs) who are designated as Level 1 and Level 2 as determined by ACCESS testing performance. The TWI model will incorporate a co-taught instructional strategy, utilizing a teaming approach, and is comprised of an ESL certified teacher and a content certified teacher in the areas of English, Math and Biology.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>In 2019-2020, the district has 114 ELL students and 77 monitor students.</p> <p>Among this group are 38 students designated as Level 1/Level 2.</p> <p>This subset of ELL students require additional instructional support in the areas of English, Math, Biology and second-language acquisition, as focused on academic language.</p> <p>Current DESE Accountability data reveals a decline for EL/Former EL in all three MCAS assessments (English, Math and Biology).</p> <p>Lastly, DESE Accountability data reveals “low growth” on the same assessments.</p> <p>Targeted interventions, including instruction, are</p>	<p>Investigate other ESL programs in Massachusetts with a similar ELL student enrollment.</p> <p>Develop an action plan/needs assessment for budgeting, hiring and staffing.</p> <p>Secure funding for the '20-'21 school year.</p> <p>Hire and schedule two ESL Teachers for the '20-'21 school year.</p> <p>Secure supplies, materials and textbooks for implementation.</p> <p>Develop curriculum and best practices for the TWI program, to be housed in the Keefe District Curriculum Folder on the shared Google Drive.</p>	<p>By May 2020, hire two ESL teachers to join the district.</p> <p>By August 2020, schedule staff and secure materials for the start of school. Process ACCESS scores from January 2020 and update student scheduling for the TWI program as needed.</p> <p>By October 2020, develop the schedule for the Language Acquisition Team (LAT) meetings. Agendas will be inclusive of the progress of the TWI model.</p> <p>By January 2021, complete an initial curriculum review of the TWI program, inclusive of curriculum, instruction and assessment.</p> <p>By March 2021, conduct a review of Level 1 and Level 2 students, prior to MCAS and scheduling.</p>	<p>Principal, Academic Assistant Principal, ESL Lead Teacher, ESL staff.</p>	

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needed to support this subgroup of students.	Conduct regular Language Acquisition Team meetings to evaluate the program, including progress and needs.	By June 2021, finalize the initial curriculum review for TWI, year 1. Provide recommendations to the Principal/Superintendent for the '21-'22 school year.		
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