**New England Association of
School and Colleges, Inc.**

Commission on Public Schools

Committee on Technical and Career Institutions

Five-Year Focused Visit Team Report for
Bristol-Plymouth Regional Technical School

Taunton, MA

Five-Year Focus Visit Dates: November 01, 2023 - November 03, 2023

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Introduction

Introduction

September of 1972 marked the opening of Bristol-Plymouth Regional Technical School (B-P Tech), with 472 students. About 1300 students are enrolled at the school for 2023-24 school year with a faculty of slightly over 100. B-P Tech is now a facility of 211,825 square feet on a 68-acre campus. The facility was originally built and opened in 1972 for a maximum capacity of 740 students and 12 technical areas. The school now offers 18 technical programs and has added about 30,000 square feet of space in various renovations over the years. In October of 2023, ground was broken on a 305 million dollar new school building which will be completed by 2026.

About 56 percent of the total current enrollment is male; overall enrollment has remained generally steady over the last five years. 81 percent of the school
enrollment reports as white, eight percent as Hispanic, four percent as multi-race, and six percent as African-American. 18 percent of the total enrollment are students with disabilities.

The 2022 cohort four-year graduation rate for all students is 96.3. For the 2022-23 school year, the daily attendance rate was 94.1% and the chronic absentee rate was 13.8%. The school and district is led by a superintendent and B-P Tech is the only school in the district. The school is led
by a Principal who oversees a Program Administrator and Director of Pupil Services. Assisting the Program Administrator are an Academic Coordinator, a Technical Coordinator and a coordinator of Nursing Programs. The Director of Pupil Services oversees the Special Education and School Guidance Departments. There is also a Director of Business Services who reports to the Superintendent.

Significant Changes

Significant Changes

The school reports no significant changes since the Decennial Visit.

Substantive Changes

Substantive Changes

The school and district have been successful in obtaining funding and other support from the Massachusetts School Building Authority for the construction of a new school building. The new building budget is over 300 million dollars and the new facility is designed to accommodate over 1400 students. Ground was broken for the new school in October of 2023 and it is hoped the project will be complete in 2026. The new school is being built on the school's current property, and when complete, the old school will be demolished. The new school will also include new athletic facilities as well.

Standard 1 - Core Values and Expectations

Recommendation and Narrative Comment

Create and implement a plan to introduce the new standards to the entire school community. (1.1)

The new core standards have been created and introduced to the school community. They are displayed around the school as well as in the handbook. A Core Values Committee has been created to further promote and integrate the values into Bristol-Plymouth's school culture. However, the committee did not attract any teachers for the 23-24 school year, so it is not currently meeting. Lessons on the school's core values are presented to all students during SEL classes. The SEL classes occur twice a month for all students during their shop cycles. In addition to the core values there are lessons such as health and wellness and employability skills. The teachers for the lessons are dependent on the topic being covered. The school's administrators teach the classes on the core values and these lessons are usually given at the beginning of the school year to emphasize the importance of the core values.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Continue efforts to widely display the mission statement, core values, beliefs, and learning expectations throughout the facility, on the website, and in all handbooks. (1.5)

The core values are currently displayed the school's handbook and the school's website. They are also posted around the school. The core values appear in school publications prominently, including the school improvement plan and instructional handbook. A committee has been formed to better promote and display the core values around the school. Lessons on the school's values are also part of the school's SEL programs as noted above. As of the 23-24 school year, there were no teachers who took the Core Values committee positions (they are stipend positions) so the committee is not meeting this year. Also, the core values appear in printed and video materials related to the new school building and it appears the school is looking at other ways to work the core values into the new building project through signage and graphics.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Develop a plan to ensure the mission statement, core values, and learning expectations drive curriculum, assessment, and instruction in every classroom and guide the school's policies, procedures, decisions, and resource allocations.

As stated elsewhere, the school's core values are prominently displayed in the building and in school publications, and even appears in plans for the new school building. The school conducts SEL lessons for all students on the core values and for grade 9 and 10 students direct teaching on two of the values - Belonging and Persistence - are part of the SEL curriculum. The core values appear in the school improvement plan and there are goals related to the core values, inlcuing but not limited to the monitoring of bias in instructional materials and curricula, improving responses to incidents of bullying and harassment and training the entire staff on principles of universal design (UDL). Most notably, is the school's development of an Instructional Guidebook; it is clear

through the inclusion of resources on topics like UDL, asset-based pedagogy, MTSS, Degrees of Knowledge and more, that such core values like Belonging, Persistence, and Excellence are used to make decisions on curriculum, instruction, and professional development.

Recommendation - Status

Complete

Recommendation - Status

Recommendation - Status

Recommendation - Status

Recommendation - Status

Recommendation - Status

Recommendation - Status

Section 2 - Curriculum

Recommendation and Narrative Comment

Revise existing outdated technical curriculum to match current state frameworks. (2.7)

There is a process in place. The school's newly appointed Technical Coordinator will continue to coordinate with CTE lead teachers to update curricula as new frameworks become available. Most of the updating is related to format changes and other minor adjustments in the Commonwealth's Chapter 74 curricula, as opposed to any significant changes in course content.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Review staffing levels of all technical programs to ensure curriculum is supported by sufficient levels to fully implement curriculum. (2.6)

Reviews of the staffing of all technical programs have been completed. Some teaching positions were upgraded to full-time to compensate for larger numbers of enrolled students. There are no further plans to increase staffing in any existing CTE programs.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Review procedures for advisory committee meeting documentation to ensure consistent quality of advisory minutes and develop a system for reporting on measures taken as a result of advisory input. (2.8)

New software (Job Ready WBL) was purchased and is now used to document and track advisory membership, agendas, and meeting minutes.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Transition technical curriculum to a common format that utilizes units of study with essential questions, concepts, content, and skills. the schools learning expectations, developmentally appropriate instructional strategies, and a variety of developmentally appropriate assessment practices. (2.2)

After the decennial visit, lead teachers from each technical program began to update the technical curricula. As of the 23-24 school year, all CTE curricula are in line with DESE Chapter 74 Frameworks for CTE content. The DESE frameworks continue to updated by the DESE, but generally the format, not the content of the curricular

documents, and the school continues to update as necessary.

Recommendation - Status
Complete

Recommendation - Status

Recommendation - Status

Recommendation - Status

Recommendation - Status

Recommendation - Status

Section 3 - Instruction

Recommendation and Narrative Comment

Create and implement a plan to increase cross-curricular collaboration among instructors to improve strategic instructional practices between departments and technical areas. (3.4)

The school had begun a number of processes to increase cross-curricular collaboration among instructors to improve instructional strategies. Among these were the development of a STEAM committee as an inspiration to make cross curricular connections between vocational and academic studies. However, as elsewhere, teachers did not take the stipend positions offered as part of this committee, so the effort has stalled. The previous decade cultural integration was beneficial would serve as a bridge between the arts, technical fields, and academics.

All seniors at Bristol-Plymouth's have a Senior Project requirement for graduation. This is a skilled project from the students' technical area and academic areas to create a tangible project with a multimedia presentation showing the student's capabilities. Senior projects are intended to challenge the students to explore a niche within their technical area that they wish to explore more. Shop Instructors and student will select a topic for research that both have agreed will stretch the individual student's talents. Throughout senior year, students are tasked with individual writing assignments in their English and Language Arts classes to discuss processes, challenges, and lessons they have encountered throughout the progression of their projects. The culmination of their hard work occurs in May when students present their projects to a panel of judges, showcasing the implementation of their ideas.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Continue to support teachers in adjusting their instruction practices to meet the needs of all students by providing additional support and alternative strategies. (3.3, 3.4)

Academic programs has increased the use of digital tools/platforms such as IXL, Quizlet, and BrainPop to help provide feedback to students in the classroom. Also, during the 2022-23 school year, the school began a school-wide initiative to train the entire staff in Universal Design for Learning (UDL) practices.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Continue to provide training and support to faculty and staff for the school's increased use of digital technology. (3.6)

The school provides training and support to faculty and staff for the school's increased use of digital technology. Due to changing work environments for students and teachers, and the need for an increase in technology in the classroom, a emphasis on technology-based professional development has been
largely implemented. Some technology based professional developments in the classroom include: Edpuzzle, Google Classroom, PearDeck, Screencastify, IXL (for math program), Kahoot! Triva, the use of Go Pro, voice amplifiers headsets, use of Google Meet and Zoom for conferences with the

students and staff, and flipgrid.

Recommendation - Status

Complete

Standard 4 - Assessment

Recommendation and Narrative Comment

Continue to develop the process of reviewing the results and structures of all high stakes assessments to modify and improve instructional practices in both academic and technical areas. (4.1)

Academic departments have common planning time every day. MCAS results as well as local assessments are reviewed department meetings to inform instructional practices.

CTE programs review results of student certification programs yearly and make adjustments as necessary. For the 23-24 school year, MCAS results will be reviewed by CTE program area. The aim of this initiative is to make shop instructors aware of their students academic profiles - especially their areas of need. It is hoped that the CTE teachers will be able to use this knowledge to tailor lessons to address at least some of these areas of weakness and also to remind students of the appropriate means and times of various supports and interventions in the school so that will be better able to take advantage of them.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Investigate ways to expand teacher use of digital tools which allow teachers to provide more specific and timely feedback to improve student performance. (4.5)

Academic departments have purchased and implemented programs such as IXL, Quizlet, and BrainPop to help provide feedback during student performance. Also, almost all teachers use Google classroom for their classes which makes the feedback loop for students more efficient and prompt. Teachers also use the Aspen platform regularly so that assessment information is shared 'live' with students and parents/guardians.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Create and implement computer applications and other 21st-century technology to conduct formative assessment and mine the data provided by the applications to adjust future lesson planning and improve student learning. (4.6)

Student assessment data is gathered in a variety of ways. Edulastic, Google forms, the STAR platform, Common Lit and the High School Placement Exam are all ways in which students are assessed. Assessment results are used in course placements, instructional adjustments and curricular changes.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Continue to provide teachers with on-going training on the creation, application, and reinforcement in the development and use of rubrics to extend understanding and give timely feedback to students for use on future assignments. (4.5)

Common vocational-technical rubrics have been designed and implemented for grading in Grade 9 Exploratory. CTE programs have also developed a Daily Grade rubric, although they differ slightly by program. In academics, there are also school-wide rubrics for writing assignments. All seniors must complete the Senior project which is graded with a standard rubric, and s standard rubric is used to grade summer reading projects that all students are required to submit.

Recommendation - Status
In Progress

Recommendation and Narrative Comment

Develop and make available for all teachers and instructors, common rubrics and instructional resource links to disseminate formative and summative assessment strategies. (4.4)

Post-test finals have been formalized for end-of-year student performance. Also, assessment data is collected through the use of digital platforms such as STAR and LinkIT!, common writing rubrics, UDL assessment strategies and through the creation of a school instructional guidebook.

Recommendation - Status
In Progress

Standard 5 - Culture and Leadership

Recommendation and Narrative Comment

Continue to implement and integrate the new core values BPTECH acronym. (5.6)

Bristol-Plymouth has established a Core Values Committee that is comprised of representatives from academic, technical-vocational, and student services departments. The committee's goal isto promote and integrate the school's core values in shaping the school's culture. However, as noted elsewhere, the Core Values committee was not able to attract teachers this year to work on it, despite it being a stipden position. However, the BPTECH acronym does appear on the website, school publications, and on posters throughout the school, although not extensively so.

Recommendation - Status
In Progress

Recommendation and Narrative Comment

Explore additional options to increase opportunities for technical instructors to continue to pursue courses toward professional licensure. (5.3)

While the school has not joined the MAVA consortium that would allow technical instructors obtain professional licensure more quickly and at a reduced rate, the school provides funding through their professional development funding to instructors so that they can take the necessary courses. There have been no CTE instructors who failed to obtain licensure due to the arrangements currently in place,

Recommendation - Status
Complete

Recommendation and Narrative Comment

Develop a plan to increase public information related to District policies and School Committee information. (5.12)

In the 2019 school year, the Superintendent contacted MASC and created a policy subcommittee. This subcommittee is tasked with adding, editing, and updating the the district's policies. This process will be a three-year undertaking. After the review and adoption of the district policies. The policies will be accessible through the district website. Currently, sections A & B have been completed.

Recommendation - Status
In Progress

Standard 6 - Student Services and Support

Recommendation and Narrative Comment

Create and implement a plan to improve student transition back into the school environment after an extended absence. (6.4)

The Student Support Center (SSC) was created in fall 2019 as a short-term general education service that helps students and their families with the process of reentry and reintegration into Bristol-Plymouth Regional Technical School by supporting their academic, social, and emotional functioning. The primary goal of the SSC is to support students returning from psychiatric hospitalization or students who have not been hospitalized but have missed extensive amounts of instruction due to mental health challenges. The SSC Counselor/Coordinator provides regular check-ins and meetings with students to track progress on goals, practice coping skills, discuss immediate needs, and provide crisis support when needed. The SSC Coordinator communicates with families, teachers, and outside providers to provide updates on progress and collaborate on academic and social/emotional plans. The ultimate goal for all participating students is for them to return fully integrated into their full academic and vocational schedules upon termination of the Student Support Center program.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Create and implement a plan to increase privacy in the Nurse's Office to ensure confidentiality and adherence to Health Insurance Portability and Accountability Act (HIPPA) guidelines. (6.4)

New procedures for sending students to the Nurse's office were adopted to give more control over the number of student-patients at any one time. The waiting area was rearranged to provide for more privacy and a third nurse was hired to make student care more efficient. The new school building will have a larger suite for the School Nurse functions which eliminate the issue completely.

Recommendation - Status
Complete

Standard 7 - School Finance and Community Relations

Recommendation and Narrative Comment

Continue to explore ways to codify and standardize the handling of matters related to Student Activity Policy and Procedures. (7.12)

The District's School Business Administrator and Principal continue to work collaboratively to improve the processes and procedures for the Student Activity Accounts at Bristol-Plymouth. At the start of the school year of 2018-2019, an online approval process was implemented using a Google Do Form. All student activity advisors who wish to do any type of fundraising or activity are required to complete the
online approval form to ensure that the anticipated activity is one that is non-curricular in nature, contingent on a fee or on external fundraising and for the benefit of students.

Additionally, a policy manual is in the process of being developed that outlines the policies and procedures that will enable a robust slate of student activities at Bristol-Plymouth, safeguard funds raised in support of these activities, and protect the stafftasked with managing these funds. It is understood that under the law, Student Activity Accounts may only be used for the express purpose of conducting student
activities and that the sole purpose of Student Activity Accounts is to accept deposits of funds collected for student activities and to make payments for costs related to those activities.

The policy manual that is in process recognizes the following as student activities:
Field Trips
Student clubs approved by the School Principal
Co-curricular or enrichment activities that are not part of the district's regular
programming
Student-initiated special events
Student-initiated collections for a charitable purpose

Both the Principal and School Business Administrator acknowledge that all students at Bristol-Plymouth should have an opportunity to take part in co-curricular activities and extra-classroom experiences, additionally that all funds collected for student activities belong to the students and not to the district or to any of the member communities within the district.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Ensure that, given the recent increase in demands for nursing care, appropriate measures are in place to ensure the safety of students. (7.5)

Per the recommendation of NEASC, the District employed an additional 1 FTE school nurse at the start of the School Year 2018-19. By the 23-24 school year, the school had hired feels two full-time nurses to address the increase in demands for nursing care within the school.

Recommendation - Status

Complete

Academics - All

Recommendation and Narrative Comment

English

Develop a plan to increase the amount of student-centered instruction, including differentiated instruction, in English Language Arts classrooms to better meet the needs of each student. (3.3)

The school's English department has been creating assessments that are project-based and student-centered. They are also using choice-boards for class activities & assessments, providing scaffolded reading-instruction, and interactive presentations using tools such as PearDeck. For the 23-24 school year, the school contracted with a provider for four instructional coaches who visit the school approximately ten times each. These coaches help the teachers with the UDL, Multi-tiered Student Support (MTSS), High Quality Instructional Materials (HQIM) and other discipline related instructional strategies. The department now also requires Grade 9 students to complete journaling assignments on their exploratory experience

Recommendation - Status
Complete

Recommendation and Narrative Comment

English

Continue to look for ways to expand the use of cross-disciplinary instruction, including technical-related links, field trips, and outside speakers and professionals to meaningfully enhance learning activities. (3.2, 3.3)

During the 2018-2019 school-year the department took steps toward implementing this recommendation by inviting speakers to address the student body. These included a Holocaust survivor and a successful businessman and author. Unfortunately, due to COVID, the school had to curtail these types of programs. The department is currently looking at inviting more speakers and looking into the use of virtual field trips. The English department also works with CTE instructors and students as they work on their Senior Projects by assisting with the written components of the project such as proposals, and thank-you letters.

Recommendation - Status
Complete

Recommendation and Narrative Comment

English

Explore ways to allow teachers to expand their existing efforts in sharing instructional resources to support all teachers with the most up-to-date instructional materials to best fully implement the curriculum. (2.6)

The English department works to share resources during common department planning time. There is a Google Classroom for the Department where information on HQIM, UDL, teacher evaluation, upcoming professional development and assessment is shared. The department now also has access to digital texts that can be shared by teachers and the school's Instructional Guidebook is used by staff as well.

Recommendation - Status

Complete

Recommendation and Narrative Comment

English

Ensure a plan is in place to support the continued regular use of interactive white boards in the classroom. (2.2)

All teachers in the department use the interactive white boards to provide visual support with content, engage students in skill-application, modeling expectations for assignments. Professional development on the use of the Interactive boards has been and continues to be available for continued skill-development through OTIS. The school has also provided sufficent funding and support for the upkeeping, repair, and replacement of the boards

Recommendation - Status

Complete

Recommendation and Narrative Comment

Foreign Language

The Foreign Language Department improve their instructional practices by participating in a variety of professional development courses and conferences. (3.4)

The Foreign Language Department has improved their instructional practices by participating in a variety of professional development courses and conferences. In the last couple of years, the FLD has attended numerous professional developments earning certificates of completion in numerous
areas such as those of special education, cultural diversity, socio-emotional, and many others, specifically targeting the area of online/digital platforms and improving remote learning. The FLD also attended a conference in November 2019 with the DESE World Languages Leadership Network to gain knowledge of the upcoming changes to the World Language Framework and current implementation of the "Seal of Bi-literacy"

Recommendation - Status

Complete

Recommendation and Narrative Comment

Foreign Language

The Foreign Language Department continue to make efforts toward creating a project-based curriculum that encompasses cultural learning, and addresses student interest. (2.3)

The Foreign Language Department continues to make efforts toward creating a project-based curriculum that encompasses cultural learning, and addresses students' interests. Students have been using online platforms such as Pixton, Google Slides, and Flipgram to create projects that demonstrate their evolving knowledge of their foreign language experience. The curriculum was revised during the 22-23 school year.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Foreign Language

The Foreign Language Department provide campus wide activities and program initiatives that introduce culturally based educational opportunities to improve overall growth in cultural competencies. (2.1)

The Foreign Language Department is working on providing campus wide activities and program initiatives that introduce culturally based educational opportunities to improve overall growth in cultural competencies.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Health/Physical Education

Create and implement a plan to address the lack of space for athletic equipment and storage space which presents a potential safety and security issue. (7.5)

In February of 2022, the school received project funding approval for the construction of a new school building of over 400,000 square and new athletic facilities with an estimated project budget of 305 million dollars. The new building will contain new locker rooms, classrooms, and equipment storage space.It is estimated the new facility will be complete for the 2026-27 school year.

Recommendation - Status

Planned for Future

Recommendation and Narrative Comment

Health/Physical Education

Develop and implement a plan to seek additional resources to update technology in the Physical Education/Health department (Wi-Fi) to provide the students with better access to the curriculum.
(7.1, 7.2)

The Physical Education and Health department has updated their technology for both staff and students. Laptops and tablets have been provided with better WIFI access.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Mathematics

Create and implement a plan to increase access and use of graphing calculators, Chromebooks and online math

practice programs to improve student mastery of math standards to support instructional practices. (3.2)

Currently, students utilize Chromebooks and TI-84 graphing calculators. In addition online resources to support instruction include IXL and HQIM Intro Algebra 1 textbook. Training is provided to instructors in the use of the TI-84.

Recommendation - Status

Complete

Academics - All - Continued

Recommendation and Narrative Comment

Mathematics

Investigate and create an alternative course pathway for students enrolled in an advanced math course as freshmen but who are unsuccessful in the advanced track.

This issue has been addressed, students need to pass all coursework, and either winter school or summer school is available for students to make up the course in order to move forward.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Mathematics

Expand the opportunity to include teacher input in scheduling decisions to the extent possible to optimize the level of student instruction (2.6).

Tentative teacher schedules for the fall are distributed in the spring to afford enough time should any concerns arise.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Mathematics

Provide mathematics-specific professional development opportunities to improve instructional strategies and use of technology in the classroom (3.4).

Training has been provided on the use of TI-84 graphing calculators, MCAS standard-setting panels, various conferences and seminars, OTIS online, HMH Intro Algebra 1 coaching, and consistent utilization of UDL.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Science

Create a plan to locate a permanent classroom for the teachers who are traveling from room to roo to teach,

providing continuity for teaching and learning (2.6).

One science teacher is currently designated as a room-to-room rover providing continuity for teaching and learning. The new building scheduled for the fall of 2026 will provide greater opportunities to place teachers into individual classrooms or labs.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Science

Implement a shift to using a common rubric for grading lab reports, grade 9 through 12, allowing for vertical alignment through all the grade levels (2.5).

The Science department met during the 2019-20 school year and created a common lab report rubric to be used across all science classes. This item is also utilized in cross-curricular activities with the trades.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Science

Integrate the use of a common format to communicate the learning expectations/goals to students. (4.3)

The Science department currently has a curriculum map for each Science course that is followed by each member of the department to relay expectations to students enrolled in these courses. The Science department has also aligned work in the same Science courses to ensure consistency in each subject. The implementation of Google Classroom has also provided a platform for all Science teachers to communicate expectations and goals to students during the school year. New UDL student-friendly standards and "I Can" statements have been adopted.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Social Studies

Integrate laptop carts / chromebooks into instruction to enhance student learning. (3.2)

All students have a school-issued Chromebook and complete daily in school and at home tasks and/or assignments using the Chromebook on a daily basis. This has provided the opportunity for the department to launch a Letter Writing Initiative for students to participate in.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Social Studies

Evaluate student:teacher ratios to improve the ability of teachers to individualize instruction. (2.6, 3.2).

U. S. History 1 and U. S. History 2 classes have been changed from half-semester to full-semester classes which in turn cut the amount of students per teacher in half. This applies to 9th and 10th grade students.

Recommendation - Status

Complete

Recommendation and Narrative Comment

Social Studies

Create and implement a plan to increase the meeting time of history courses to help students prepare for a projected History MCAS.

The State of Massachusetts has not implemented the content area History as a testing area for MCAS.

Recommendation - Status

No Action

Arts and Communication Services Cluster

Recommendation and Narrative Comment

Graphic Arts

Create and implement a plan for following industry guidelines to eliminate clustered silk screen equipment and related storage to ensure compliance with safety regulations. (7.5)

The shop space was rearranged after the decennial to improve the use of space and improve student safety. Also, newer digital equipment was purchased and installed which created more space. While space is still limited, the opening of new school in 26-27 should eliminate all issues related to the lack of shop space.

Recommendation - Status
Planned for Future

Recommendation and Narrative Comment

Graphic Arts

Create and implement a plan to address safety training for all students each school year and as necessary on all equipment to eliminate any safety issue. (3.6).

Starting with OSHA 10 training, students receive training each year in shop safety in their theory classes. They also receive individual training before using the different types of equipment. Additionally, there is a safety section in their mid-terms and finals. A shop health and safety plan has been developed and implemented. Additionally, every student in the school receives CPR training. The current shop curriculum meets all Chapter 74 safety frameworks.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Graphic Arts

Review and increase ways in which staff communicates student progress and competencies met to parents/guardians on a regular basis. (4.2)

Student progress are shared on the Aspen grading system used by the school. The progress information is shared in the program and is available to the students and their parents weekly. The SkillsPlus program is also active and used for the students to track their competencies.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Graphic Arts

Create and implement a plan for curriculum revision which includes scheduled planning time. (2.7)

Common planning time is given to the shop instructors to work on curriculum. The shop curriculum is current and up-to-date at this time.

Recommendation - Status
Complete

Recommendation - Status
Complete

Business, Marketing, and Consumer Services Cluster

Recommendation and Narrative Comment

Business Management / Office Technology

Revise and implement the Business and Applied Technologies Program curriculum to incorporate units of study with essential questions, concepts, content and skills, Bloom's Revised Taxonomy, as well as including national standards National Business Education Standards (NBEA), Council on Economic Education Standards (CEE), aligned to units of study in the curriculum. (2.2) (2.9)

The Business and Applied Technologies program operates under two different frameworks: Business Technology and Marketing. The marketing content was updated to include essential questions, concepts, content and skills. The Business Technology frameworks still need to be implemented into the curriculum with administrative support.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Business Management / Office Technology

Implement instructional practices into the Business and Applied Technologies Program curriculum so that it incorporates differentiated instruction within units of study and meet the needs of each student through formative assessment and strategic differentiating. (3.2) (3.3)

The Business and Applied Technologies instructor provides differentiated instruction and strives to meet the needs of each student through formative assessment and strategic differentiation. The staff has been provided with an instructional guidebook which provides information on differentiation approaches and the staff will soon be training on UDl practices.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Business Management / Office Technology

Create and implement a technical area model in which Administration and the Business and Applied Technologies Program instructors work collaboratively to ensure the constant upgrading of equipment, and the development of a budget which allocates school store funds to the Business and Applied Technologies Program for updating of equipment, materials, and other resources. (7.2) (7.4)

Equipment requests are made annually and recently the program requested and received new laptop and desktop computers. School store funds are placed in the school's general fund, as is all income from live work.

Recommendation - Status

In Progress

Recommendation and Narrative Comment

Cosmetology

Invite successful alumni as guest speakers to encourage students in the program to become more engaged in their learning process and participation in cooperative opportunities. (3.4)

Each year, several post graduates have visited the Cosmetology department to work with students on various topics. Demonstrations and discussion topics included advanced hair coloring techniques, salon atmosphere and climate, a demonstration make-up.

Recommendation - Status

Complete

Construction Cluster

Recommendation and Narrative Comment

Carpentry

Develop a plan to integrate a portable table saw with SawStop technology for offsite jobs to ensure students working off campus have the same safety precautions on their mobile cutting equipment similar to the training received in the shop setting. (3.6)

The requested equipment was purchased for the 22-23 school year with $150,000 allotted to the Carpentry program from the school's recent Technical Equipment Grant.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Carpentry

Create and implement a plan to introduce a laptop cart (or viable substitution) for CNC and AutoCAD training that would allow grade level students to receive direct individual instruction. (2.6)

Equipment was purchased, however, training will be needed for the instructor teaching the CNC and Autocad software to the students.

Recommendation - Status
In Progress

Recommendation and Narrative Comment

Carpentry

Create and implement a plan to address the safety issues to comply with local laws and ensure compliance with local fire, health and safety regulations in regards to ladder access on the mezzanine. (7.5)

The mezzanine was placed off-limits as a temporary measure. No further action will be taken due to the opening of new school in 26-27. This will eliminate all issues related to the lack of shop space.

Recommendation - Status
No Action

Recommendation and Narrative Comment

Electricity

Create and implement a plan to address the safety issues to comply with local laws and are in compliance with

local fire, health and safety regulations in regards to tool and/or material(s) falling from the mezzanine. (7.5)

Metal grates were installed on upper levels to prevent items from the mezzanine onto the area below.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Heating, Ventilation, Air Conditioning and Refrigeration

Examine ways to reduce the crowding in the HVAC shop area to ensure safe and efficient implementation of curriculum. (2.6)

The shop area was reorganized and workstations were spread out to give the student population as much room as possible.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Heating, Ventilation, Air Conditioning and Refrigeration

Complete the installation of the new natural gas line into the shop and explore means to provide for new high efficiency and furnaces and boilers to better provide students with up-to-date learning experiences. (2.6)(2.10)

Upon review by the school, it was felt that this upgrade was not required as the current propane equipment was suitable for existing curricular requirements. The request withdrawn from instructors.

Recommendation - Status
No Action

Recommendation and Narrative Comment

Heating, Ventilation, Air Conditioning and Refrigeration

Work with the technical coordinator to clarify the breakdown of the hours earned by students toward their HVAC/sheet metal license.(2.10)

There has been an evaluation of hours earned by students that was based on this request. A breakdown of shop hours has been created and the final approval by the Massachusetts Department of Labor is pending.

Recommendation - Status
In Progress

Recommendation and Narrative Comment

Plumbing

Examine ways to address the overcrowding in the plumbing shop areas. (2.6)

New school building building has plans to expand the square footage of the shop. The opening of new school in 26-27 should eliminate all issues related to the lack of shop space.

Recommendation - Status
Planned for Future

Recommendation and Narrative Comment

Plumbing

Continue to ensure adequate funding to replace and or upgrade equipment. (2.6)

Lack of square footage prevents the addition of new equipment. The new building will have additional space needed for new equipment.

Recommendation - Status
Planned for Future

Recommendation and Narrative Comment

Plumbing

Further investigate the need to improve the fresh air/exhaust system for the shop.(7.5)(7.2)

The new school building will address a new ventilation system. Hallway door is left open to draw in fresh air within the current shop space.

Recommendation - Status
Planned for Future

Construction Cluster - Additional Recommendations

Recommendation and Narrative Comment

Plumbing

Continue to ensure cooperative learning and production work opportunities for students to provide them with authentic learning tasks both in and out of the school. (3.3)

The programs has worked with its Program Advisory Committee to seek more Co-op opportunities for their students. In addition, the school has hired a full-time Co-op Coordinator who oversees this program for students. For the 22-23 school year, the program had 18 students in co-op placements which is an increase.

Recommendation - Status
Complete

Education Cluster

Recommendation and Narrative Comment

Early Education and Care

Review and increase ways in which staff communicates student progress on competency mastery to parents/guardians on a regular basis. (4.2)

Both instructors use the Aspen platform which allows parents/guardians to monitor student progress. the instructors now also use Google Classroom and the Remind App as platform to provide more information to parents in addition to the regular use of reports cards and progress reports.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Early Education and Care

Develop and implement a plan to introduce exploratory students to career professionals who model non-traditional and diverse populations. (5.16)

An alumni program was developed this year. During every exploratory an alumni is invited into the classroom to talk about the career they have pursued, the challenges they have faced, the success they have gained and how ECE helped on the journey. Students are able to ask questions and
understand that ECE is more than just being a preschool teacher. They have alumni in many careers within the childcare systems that are involved with many organizations.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Early Education and Care

Create and implement a plan for curriculum updating and revision to align to current research and assessment results. (2.7)

Curriculum is consistently updated, revised and aligned with current Chapter 74 Frameworks. Student assessments and student involvement drive the curriculum planning and implementation in the classroom and with hands on experiences.

Recommendation - Status
Complete

Health Services Cluster

Recommendation and Narrative Comment

Dental Assisting

Explore the possibility of establishing clinical partnerships with larger dental practices in order to place more students in dental internships to provide authentic learning tasks for students (2.10).

All students have are afforded the opportunity to partake in either coop placement or internships. Currently, 100% of seniors (18) are either out on coop or on an internship. The program has received numerous pieces of new equipment and software. The new school building will increase its current patient chair inventory from 3 to 12, which will increase the ability for students to have a hands-on experience.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Community Health Program

Investigate the possibility of increasing the number of hospital bed units available to the CHP to allow for more hands-on skills practice for CHP students (2.6).

A new room has been added to the Community Health Program that contains a new simulation lab for students to allow for more hands on skills practice for CHP students. Additional beds are available as needed in the Early Childhood Education area. This need will be rectified with the advent of the new school building.

Recommendation - Status
Complete

Hospitality and Tourist Cluster

Recommendation and Narrative Comment

Culinary Arts and Sciences

Create and implement a plan to address the lack of parking near the "Silver Platter" restaurant to increase patronage. (7.5)

The matter has been discussed with their advisory board and they are trying to find additional spaces that will be suitable for the age demographic of their "Silver Platter" clientele. In the meantime, designated parking spots have been labeled that are closest to the crosswalk for a safe transition
from the the parking lot to the "Silver Platter" entrance. The opening of new school in 26-27 should eliminate all issues related to the lack of parking space.

Recommendation - Status
Planned for Future

Recommendation and Narrative Comment

Culinary Arts and Sciences

Acquire further, more complete training in using the new POS system to better utilize this technology. (5.3)

The curriculum has been altered to have a larger emphasis on continued training for students and instructors. A local company supports and maintain the POS system.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Culinary Arts and Sciences

Install drop down electrical extension cords on the kitchen side of the shop to alleviate the safety hazard of extension cords on the floor. (7.5)

No action is being taken due to the possibility of a new school being built and the logistical difficulty of adding drop down extensions to existing site. The opening of new school in 26-27 should eliminate all issues related to electrical requirements.

Recommendation - Status
Planned for Future

Information Technology Services Cluster

Recommendation and Narrative Comment

Information Technology Services Cluster

Explore methods to increase the number of students who can participate in cooperative learning to experience authentic learning tasks. (3.2)

The shop increased the number of students (to five) participating within the 22-23 school year. The program offers students certification programs beginning in the sophomore year. Students need to be certified to participate in Co-op learning. They are working closely with the Cooperative Director to appropriately place students into jobs as they become available.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Information Technology Services Cluster

Continue to seek ways to increase the number of non-traditional students in the Computer Networking Program. (2.1)

Past initiatives have included "Girl's Coding Week" for recruiting middle school students during the summer exploratory program. The shop has 1 male and 1 female instructor aligning to the industry that is made up of a 50/50 ratio. The materials in class and online not only present a well-balanced ratio of male and female but also is diversified culturally as well. Also, the school has revamped its Exploratory programs so all grade 9 students are required to attend a "non-traditional" program.

Recommendation - Status
In Progress

Manufacturing, Engineering, and Technology Cluster

Recommendation and Narrative Comment

Biotechnology

Implement a plan to correct the electrical flaws in the classroom/labs to allow more than one instrument to be used at the same time, providing for a full CTE program experience. (Standard 7.1)

The school is pursuing a new building with MSBA. In this new building, electrical flaws will be corrected. The opening of new school in 26-27 should eliminate all issues related to the lack of electrical requirements.

Recommendation - Status
Planned for Future

Recommendation and Narrative Comment

Biotechnology

Find space within the classroom or storage space to install the newly purchased dishwasher, which will enhance all aspects of learning good lab practice. (Standard 7.5)

The school is pursuing a new building through MSBA. This will correct the need for space (and electricity) for the dishwasher. Students in the senior class are reasonable for the lab equipment, setup, maintenance and storage of supplies

Recommendation - Status
Planned for Future

Recommendation and Narrative Comment

Biotechnology

Create and implement a plan to expand students experience in the field to include job shadowing opportunities, which will prepare students for real world lab requirements. (Standard 2.5, 2.7)

Currently, the Biotechnology program has one of the highest percentage rates of participating in co-op at Bristol-Plymouth.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Computer Aided Drafting and Design / Manufacturing

Develop and implement a plan to ensure computers in the CAD lab are upgraded as necessary. (2.6)

The school's Drafting and Manufacturing programs have received approximately $600,000 in Technical Equipment grants and all CADD lab computers were upgraded.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Computer Aided Drafting and Design / Manufacturing

Continue efforts to the diversity of membership of the Program Advisory Committee in order to ensure that the program is getting a broader range of viewpoints. (2.8)

They continually invite advisory board members from different manufacturing companies which diversifies our shop's scope. These companies are local and from different municipalities. Students and Parents are apart of the advisory board

Recommendation - Status
Complete

Recommendation and Narrative Comment

Welding / Metal Fabrication and Joining

Ensure the existing mezzanine walkway is suitable for its storage use and for the safety for the students and staff (7.3)

The horizontal plate rack under the mezzanine was removed. Horizontal I-beams and steel supports were installed to support the existing structure. The opening of new school in 26-27 should eliminate all issues related to the lack of shop space.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Welding / Metal Fabrication and Joining

Repair the hole in the north wall to stop the fumes from the auto shop. (7.2)

Plywood was installed by the maintenance department to repair the wall. Since then no fumes have been detected in the shop.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Welding / Metal Fabrication and Joining

Ensure that all safety equipment is in good working order for the safety of the students (7.2)

Some tools and equipment have been either moved to safer location, or have been removed from service. Constant on going evaluations of tools and equipment, is still being conducted on a regular basis. Starting with OSHA training, students receive training each year in shop safety in their theory classes. They also receive individual training before using the different types of equipment. A shop health and safety plan has been developed and implemented.

Recommendation - Status
Complete

Transportation Cluster

Recommendation and Narrative Comment

Automotive Collision Repair and Refinishing

Provide students with consistent estimating writing software across their curriculum to best prepare them for industry requirements. (2.6)

The program recently received estimating software on 30 laptops and a laptop cart and students are able to use the Estimating Software in accorance with curricular requirements.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Automotive Collision Repair and Refinishing

Create and implement a plan to better monitor and supervise shop areas outside the instructors line-of-sight to ensure student safety. (3.3)

Installation of convex mirrors to monitor low-visibility areas within the shop. The opening of new school in 26-27 should eliminate all issues related to the lack of shop space.

Recommendation - Status
Complete

Recommendation and Narrative Comment

Automotive Collision Repair and Refinishing

Create and implement a plan to expand the opportunities for authentic learning opportunities (Co-Op) both inside and outside of the school environment. (2.3)

The Instructors are always exploring Co-Op opportunities for our students who are eligible by reaching out to businesses in our community. In addition, they have a full-time Co-op Coordinator who oversees this program for students.

Recommendation - Status
In Progress

Recommendation and Narrative Comment

Automotive Technology

Continue efforts to continue non-traditional enrollment in the Automotive Technology program. (2.1)

At this time, the automotive exploratory program has been revised to meet the needs of a differentiated learning environment. Also, the school has revamped the Exploratory program so that all students must visit at least one non-traditional program.

Recommendation - Status
In Progress

Action Items Analysis

Action Items Analysis by Status Category

Standard	1 – Completed	2 – In Progress	3 – Future Plans	4 – Rejected	5 – No Action	Total per Component
1. Core Values and Expectations	3					3
2. Curriculum	4					4
3. Instruction	3					3
4. Assessment	3	2				5
5. Culture and Leadership	1	2				3
6. Student Services and Support	2					2
7. School Finance and Community Relations	2					2
Academic Programs						
English	3					3
Foreign Language	3					3
Health/PE	1		1			2
Mathematics	4					4
Science	3					3
Social Studies	2	1				3

Technical Programs

Program						Total
Graphic Arts	4		1			5
Design and Visual Communications	1					1
Business Management/Office Technology	2		1			3
Cosmetology	1					1
Carpentry	1	1			1	3
Dental Assisting	1					1
Community Health	1					1
Electricity	1					1
HVAC	1	1		1		3
Plumbing	1		3			4
Early Education and Care	3					3
Culinary Arts	1		2			3
Information Technology	1	1				2
Biotechnology	1		2			3
Computer-Aided Drafting/Manufacturing	2					2

Welding and Metal Fabrication	2					2
Automotive Collision Repair	2	1				3
Automotive Technology	1					1
Totals by Category	63	9	10	1	1	84
Percentage of Total	75%	11%	12%	1%	1%	100%

Disposition of Committee Recommendations

Recommendation and Team Response

Decennial Recommendation - Standard 1

Develop a plan to ensure the mission statement, core values, and learning expectations drive curriculum, assessment, and instruction in every classroom and guide the school's policies, procedures, decisions, and resource allocations. (1.3)

After the Decennial Visit, the school created a Core Values Committee. This committee worked to ensure the BPTech acronym, which described the school's core values were posted in the school publications, on the website, and throughout the school. The core values are prominent in important publications such as the school improvement plans and Instructional Guidebook. The school then created a structure for all students to receive bi-monthly lessons on SEL topics, which included lessons on the core values. The core value lessons were provided the school's administrators. The core values committee has not met this year, due to a lack of teachers applying to be on the committee, despite it being a stipend position. While it was meeting, the committee did post meeting minutes and agendas. Notably, in the materials for the new school building, the school's core values appear clearly displayed and further plans are being reviewed for the display of the core values. The school's core values are not only in important documents through simple, but prominent, appearance, but also in the substance of the documents in terms of school goals and initiatives and instructional rationales and practices.

Status: Complete

Recommendation and Team Response

Decennial Recommendation - Standard 2

Continue to transition technical curriculum to common format utilizing units of study with essential questions, concepts, content, and skills, school's learning expectations, developmentally appropriate instructional strategies, and a variety of developmentally appropriate assessment practices. (2.2)

After the decennial visit, lead teachers from each technical program began to update the technical curricula. As of the 23-24 school year, all CTE curricula are in line with DESE Chapter 74 Frameworks for CTE content. The DESE frameworks continue to updated by the DESE, but generally the format, not the content of the curricular documents, and the school continues to update as necessary.

Status: Complete

Recommendation and Team Response

Decennial Recommendation - Standard 3

Continue to support teachers in adjusting their instructional practices to meet the needs of all students by providing additional support and alternative strategies. (3.3)(3.4)

The school has undertaken a number of initiatives to improve instructional practices to meet the needs of all students by providing additional support and alternative strategies. The school increased the number of paraprofessionals available to be in classrooms. During the pandemic, the school moved to a 1:1 device approach and issued Chromebooks to all students, accompanied by appropriate teacher training and technical support. Related to this was frequent training for teachers on a number of digital tools and platforms used for

instruction. Google classroom is now widely used by the school's teachers. All classrooms now have SmartBoards, again along with the necessary teacher training and technical support. More recently, the school began to train all teachers on Universal Design for Learning principals, and the grade 9 Math and English classes have begun adopting the Massachusetts DESE HQIM guidelines with the corresponding acquisition of instructional materials.

Status: Complete

Recommendation and Team Response

Decennial Recommendation - Standard 4

The process of reviewing the results and structures of all high stakes assessments to modify and improve instructional practices in both academic and technical areas. (4.1)

MCAS data is reviewed by the Academic Coordinator and then in the corresponding academic departments during departmental meetings to drive academic curriculum and pacing changes. For the academic departments, MCAS results are used to select target areas for improvement. Teachers will use MCAS sample problems in daily lessons, and item and MCAS results are used to further target learning needs. Teachers then use common planning time to make instructional adjustments. MCAS after-school tutoring is also an option for those students who appear to be struggling to meet MCAS goals. For the 22-23 school year, every student met their MCAS goal on the first attempt.

CTE programs review results of student certification programs yearly and make adjustments as necessary. Moreover, for the 23-24 school year, MCAS results will be reviewed by CTE program area. The aim of this initiative is to make shop instructors aware of their students academic profiles - especially their areas of need. It is hoped that the CTE teachers will be able to use this knowledge to tailor lessons to address at least some of these areas of weakness and also to remind students of the appropriate means and times of various supports and interventions in the school so that will be better able to take advantage of them.

Status: Complete

Recommendation and Team Response

Decennial Recommendation - Standard 6

Continue to examine ways to support students who are transitioning back into school after extended absence to help each student achieve the school's learning expectations. (6.4)

The Student Support Center (SSC) was created in fall 2019 as a short-term general education service that helps students and their families with the process of reentry and reintegration into Bristol-Plymouth Regional Technical School by supporting their academic, vocational, social, and emotional functioning. The primary goal of the SSC is to support students returning from psychiatric hospitalization or students who have not been hospitalized, but have missed extensive amounts of instruction due to mental health challenges. The SSC Counselor/Coordinator provides regular check-ins and meetings with students to track progress on goals, practice coping skills, discuss immediate needs, and provide crisis support when needed. The SSC Coordinator communicates with families, teachers, and outside providers to provide updates on progress and collaborate on academic and social/emotional plans. The ultimate goal for all participating students is for them to return to be fully integrated into their full academic and vocational schedules upon termination of the Student Support Center program.

Status: Complete

Recommendation and Team Response

Committee Recommendations - Standard 1

Continue to promote and display the Bristol-Plymouth Tech Mission, Core Values and Learning Expectations throughout the school and community (1.5)

(Taken from Decennial Recommendation above) After the Decennial Visit, the school created a Core Values Committee. This committee worked to ensure the BPTech acronym, which described the school's core values were posted in the school publications, on the website, and throughout the school. The school then created a structure for all students to receive bi-monthly lessons on SEL topics, which included lessons on the core values. The core value lessons were provided the school's administrators. The core values committee has not met this year, due to a lack of teachers applying to be on the committee, despite it being a stipend position. While it was meeting, the committee did post meeting minutes and agendas.

Status: In-progress

Recommendation and Team Response

Committee Recommendations - Standard 5

Continue with the development of a manual that outlines Bristol-Plymouth Tech's Student Activities Policies and Procedures that ensures a robust selection of activities for students, safeguards funds raised in support of these activities, and protects the staff tasked with handling said money (5.12)

The District's School Business Administrator and Principal continue to work collaboratively to improve the processes and procedures for the Student Activity Accounts at Bristol-Plymouth. An online approval process was implemented using a Google Do Form. All student activity advisors who wish to do any type of fundraising or activity are required to complete the online approval form to ensure that the anticipated activity is one that is non-curricular in nature, contingent on a fee or on external fundraising and for the benefit of students.

Additionally, a policy manual is in the process of being developed that outlines the policies and procedures that will enable a student activities at Bristol-Plymouth, safeguard funds raised in support of these activities, and protect the staff tasked with managing these funds. It is understood that under the law, Student Activity Accounts may only be used for the express purpose of conducting student activities and that the sole purpose of Student Activity Accounts is to accept deposits of funds collected for student activities and to make payments for costs related to those activities.

Both the Principal and School Business Administrator acknowledge that all students at Bristol-Plymouth should have an opportunity to take part in co-curricular activities and extra-classroom experiences, additionally that all funds collected for student activities belong to the students and not to the district or to any of the member communities within the district.

Status: In-progress

Recommendation and Team Response

Committee Recommendation - Standard 2

Continue to transition technical curriculum to common format utilizing units of study with essential questions, concepts, content and skills, school's learning expectations, developmentally appropriate instructional strategies, and a variety of developmentally appropriate assessment practices (2.2)

(Taken from the Decennial Recommendation Above) After the decennial visit, lead teachers from each technical program began to update the technical curricula. As of the 23-24 school year, all CTE curricula are in line with DESE Chapter 74 Frameworks for CTE content. The DESE frameworks continue to updated by the DESE, but generally the format, not the content of the curricular documents, and the school continues to update as necessary.

Status: Complete

Recommendation and Team Response

Committee Recommendation - Standard 2

Continue with the development of a system to document program changes made at the request or suggestion of the program advisory committees (2.8)

New software (Job Ready WBL) was purchased and is now used to document and track advisory membership, agendas, and meeting minutes.

Status - Complete

Recommendation and Team Response

Committee Recommendation - Standard 7

Continue to work with the MSBA program to create new athletic facilities, locker rooms, classrooms, equipment, and storage areas to address the overcrowding of areas that create safety hazards or insufficient learning spaces (7.5)

In February of 2022, the school received project funding approval for the construction of a new school building of over 400,000 square and new athletic facilities with an estimated project budget of 305 million dollars. It is estimated the new facility will be complete for the 2026-27 school year.

Status: Complete

Alignment with Standards for Accreditation

Standard 1: Core Values and Expectations Narrative

The school has developed a set of core values that are prominently displayed on school publications and throughout the school. School initiatives and professional development such as Social-Emotional Learning lessons, Universal Design for Learning, High Quality Instructional Material, and other asset-based approaches reflect the use of core values to make decisions about curriculum, instruction, and asset allocation.

Standard 1: Core Values and Expectations Rating
FA = Full Alignment

Standard 2: Currriculum Narrative

The school has up-to-date curriculum for all subjects. The school utilizes lead teachers for CTE and academic areas to keep curricula up to date. The school's curricula clearly reflects the school's core values through initiatives such as Universal Design for Learning, the inclusion of High Quality Instructional Materials and The written and taught curriculum is designed to result in all students achieving the school/center's 21st century expectations through the use of course pathways that ensure students meet important learning requirements of the school and Commonwealth and results in high achievement levels and graduation rates for the school.

Standard 2: Curriculum Rating
FA = Full Alignment

Standard 3: Instruction

Instruction at Bristol-Plymouth Regional Technical School is responsive to student needs while upholding the standards set forth by the Massachusetts Curriculum Frameworks. The instructional approach at the school is informed by a data-driven approach, which includes data from various sources such as MCAS, screening tools (STAR), and classroom assessments. Instruction at the school is currently influenced by the school-wide implementation of Universal Design for Learning (UDL) approaches as well as a system-wide MTSS framework. Instruction is in alignment with the school's core values, which include honor, persistence, teamwork, excellence, creativity, and honor. These values serve as a foundation for the overall school culture and guide the educational experience.

Of note is the school's development of an Instructional Guidebook which is based on up-to-date research on asset-based pedagogies intended to maximize learning for all students.

Teachers collaborate by planning lessons and units together, when applicable. The teaching staff of the school is experienced and dedicated.
Bristol-Plymouth has also adopted High-Quality Instructional Materials (HQIM) materials for grade 9 mathematics and ELA, along with HQIM materials for chemistry. This year HQIM, will expand into grade 10 Geometry and grade 10 ELA, along with grade 9 Biology. Instruction at Bristol-Plymouth Regional Technical School is a comprehensive and student-focused approach that combines data-driven decision-making, curriculum alignment, student-centered strategies, UDL initiatives, research-based practices, and a commitment to the school's core values.

Standard 3: Instruction

Standard 4: Assessment Narrative

The school relies on a range of assessments to monitor student progress and make improvements and/or adjustments. For academics, the primary source of assessment data is the MCAS. MCAS results are used to set focus areas for all academic areas in which the test is administered. Teachers meet frequently in department areas to plan approaches to address areas of student need. For the 23-24 school year, MCAS results will also be used in CTE areas so that CTE instructors can weave MCAS related skills into their lessons when appropriate and to help keep students on track while in the shop cycle on their progress towards learning goals related to MCAS. The school offers after-school support for students who may need extra help on important MCAS-related skills. The school also requires all grade 9 and 10 students to take an additional math or reading course based on diagnostic testing at the beginning of both years. Additionally, the school uses the LinkIT! platform to assess all students on progress in all academic areas in all grades. In CTE, the school uses SkillsPlus to track student attainment of competencies and to make appropriate curricular and instructional adjustments. The school also uses Panorama to collect data on student emotional health to help inform improvements in school support services.

# Standard 4: Assessment Rating
FA = Full Alignment

Standard 5: Culture and Leadership Narrative

Bristol-Plymouth has an effective leadership team and a positive school culture. Building and district leadership has been stable since the Decennial visit. The school's core values are reflected in multiple initiatives. The administrative team has been instrumental in improving teaching and learning through the implementation of Universal Designed for Learning (UDL), the use of High-Quality Instructional Materials (HQIM), Multi-Tiered System of Support (MTSS) strategies, and the development of an Instructional Guidebook for all teachers. Professional development focused on these initiatives has been delivered to administrative and instructional staff through scheduled professional development days and after-school courses. Administrators have been trained in the practices of Research for Better Teaching (RBT) to support better instruction through evaluation techniques.

The school's positive school culture can be seen in consistently high rates of student applications, an orderly atmosphere, thoughtful Social-Emotional learning programs for students, including lessons on the school's core values, well-equipped technical programs, active Program Advisory Committees, and more than sufficient support from the towns that send students to BP Tech.

# Standard 5: Culture and Leadership Rating
FA = Full Alignment

Standard 6: Student Services and Support Narrative

BP Tech maintains effective student support services. Since the decennial, the school has increased the ability to support students through increased staffing and programs. The school added a reading specialist position to support literacy throughout the school. The STAR reading assessment was implemented as a universal screener to aid in the allocation of remedial services for students who may need it. The school also employs a similar assessment for math support. The student transition program maintains services to students re-entering after an extended absence. English language instruction is delivered by an English as a second language (ESL) teacher. Additionally, students are provided sheltered content instruction by their classroom teachers. Bristol-Plymouth provides ongoing professional development to teachers on how to effectively teach English language learners through understanding and use of English language acquisition strategies. The Student Support Team works with

struggling students by creating and supporting a District Curriculum Accommodation Plan (DCAP). Also of note is the school's commitment to Universal Design for Learning practices which aim to give teachers the skills to develop lessons that all students in the classroom can access.

Standard 6: Student Services and Support Rating

FA = Full Alignment

Standard 7: School Finance and Community Relations Narrative

Through dependable and adequate funding, the community provides BP-Tech the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services. One obvious piece of evidence for financial support is the community and district efforts in securing funding from the MSBA for the new building. Not to be overlooked, however, is the district's history of effectively managing funds to maintain the current 50 year old facility as the school expanded programs and enrollment, and still was able to provide a range of programs and supports for students. The school maintains close ties with the community in other ways; the school's hair salon, restaurant, school store, and early childhood care center are all available to the public, and many of the career-technical programs perform live work for community members, all of which promote student student learning. Each technical program maintains an Advisory Committee which meets regularly and provides valuable feedback to the school. The school maintains a robust professional development system for teachers for professional learning both in and out of school. Technical and academic programs are adequately equipped through allocated funds, grant and other funding sources, notably over 2 million dollars in technical equipment grants in the last three years. Finally, efforts like the establishment of student transition program, the hiring of additional school nurses, the investment in HQIM. UDL, and other instructional supports, and the hiring of a reading specialist illustrate how the community, school, and district monitor trends and changes in student and staff needs when making decisions about allocating funding.

Standard 7: School Finance and Community Relations Rating

FA = Full Alignment

Summary, Commendations and Recommendations

Summary

The Visiting Team was impressed with many facets of the school during the recent Five-Year Focused Visit. Over 85% of the Decennial Visit Recommendations were completed and many of those not completed will be addressed with the upcoming completion of a new building. Of course, the new building itself is evidence of the community's support for the school and the positive reputation it has built for itself. The school's graduation rates and attendance rates are significantly higher than state averages. The school has consistently high numbers of applications for incoming students. School leadership is effective and stable. Teachers are collaborative and reflective, and all school employees were welcoming, open, and helpful to the visiting team. Students moved about the building in a calm and orderly fashion and were also willing to share good news about their school with the team. The school has undertaken a number of initiatives to improve the school from an instructional handbook to the implementation of an MTSS program to an upgraded Co-operative work program and to an SEL program for all students; in short, BP-Tech strives to support the achievement of all its students in all of their endeavors at the school.

Commendations

The Focused Visiting Team has agreed on the following commendations:

The community for its support of the school through its funding of a wide range of programs including support services, career-technical and academic programs, and extra-curricular activities.

The school, district, and community for its efforts in securing funding for the design and building of a new school and athletic facilities to replace the current outdated structure.

The school's has maintained an administrative team that is stable and is effective at providing instructional leadership as evidenced by a range of instructional initiatives that help support the learning of all students.

The school and district provide ample resources for professional development so that staff can improve student learning, stay current with best practices and apply the skills, practices, and ideas gained in order to continually improve curriculum, instruction, and assessment.

The school's efforts at expanding their co-operative work program to better provide students authentic learning opportunities and application of knowledge.

The school has developed and implemented a set of core values using the acronym BPTECH that is apparent throughout the school and its publications are
are actively reflected in the culture of the school and its curriculum, instruction, and help guide the school's policies, procedures, decisions, and resource
allocations.

The school's development and implementation on an Instructional Guidebook that outlines a variety of instructional initiatives based on an assets based approach which aim to improve learning for all students.

The school's development and implementation of a Senior Project as a graduation requirement which requires of graduates depth of understanding and application of knowledge through inquiry and problem-solving, exploration and creativity, higher order thinking, and collaboration and communication.

A well-designed course of studies and accompanying curricula which through effective curricular coordination

and vertical articulation provide students with remedial support as necessary as well as opportunities for advanced coursework.

The school's experienced and professional teaching staff who are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

Recommendations

The Focused Visiting Team has agreed on the following recommendations:

Examine ways to successfully populate various teacher committees to ensure all teachers and staff have opportunities to participate in decision-making and school development efforts.

Continue efforts to utilize the instructional guidebook and the strategies within to ensure the school helps teachers continuously improve instructional strategies and help all students learn.

Continue to monitor staffing levels to ensure all programs within the school are able to meet student needs.

Roster of Team Members

Chair(s)

: Richard Shellman
Principal
Oliver Wolcott Technical High School
Torrington, CT

Team Members

James Aukstikalnis
Vocational Instructor
Blackstone Valley Regional Vocational Technical High School
Upton, MA

Mr. Jerry Zajac
Mathematics Instructor
Platt Technical High School
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