

Keefe Regional Technical School

School Improvement Plan

Major Goals 2025-2026



South Middlesex Regional Vocational Technical School District

Developed by the School Council, the School Improvement Plan is regularly monitored and developed in coordination with other federal, state and local services. The plan is the result of a comprehensive needs assessment. The purpose of this plan is to Provide opportunities for all children to meet the challenging State academic standards, particularly those most at risk of not meeting those standards; and strengthen the academic program of the school, increase the amount and quality of learning time, and provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

Approved: May 8, 2025

Career and Technical

SMART Goal 1: During the 2025-2026 school year, program instructors will fully implement a 4-year electronic portfolio system for all students enrolled in their program. Instructors will adhere to the submission sequence developed and piloted during the 2024–2025 school year and will collaborate regularly to ensure consistency and fidelity across all grade levels. Students will complete at least three portfolio reflections aligned to program standards, showcasing their academic and technical growth. Grade 12 portfolios will include documentation of authentic learning experiences, attainment of industry-recognized credentials, and a clearly defined post-secondary plan aligned with their chosen career pathway.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>During the 2024–2025 school year, CTE instructors created and shared individualized, program-specific four-year portfolio outlines designed to guide students through the portfolio development process, culminating in a comprehensive senior portfolio. Students began building their portfolios by completing and saving written reflections on their CTE experiences in designated electronic folders for future integration. Additionally, an initial planning meeting was held with JobReady 360 support to establish the foundational steps for launching the official portfolio portal.</p>	<p>Electronic portfolio samples will be developed for each career cluster, including Construction, Manufacturing, Service, and Health, to serve as guides for both instructors and students.</p> <p>The JobReady portal will be fully set up and made accessible for instructor use.</p> <p>During the first CTE professional development day, all instructors will receive comprehensive training on utilizing the JobReady portal.</p> <p>The designated teacher of record for each grade level will be responsible for assigning, monitoring, and assessing student portfolio components.</p>	<p>By October 1st, instructors will receive at least 1 training on how to incorporate student work into the JobReady system;</p> <p>By November 1st, instructors will have conducted lessons for students regarding how to use the JobReady system;</p> <p>Students are required to enter individual information and at least one reflection before January 1, 2025;</p> <p>Students are required to have their portfolio responsibilities completed for the school year on or before May 1st.</p> <p>Instructors must assess student portfolio progress before June 1st.</p>	<p>CTE Director CTE Instructional staff CTE students</p>	

	<p>Students will begin using the JobReady management system before the end of Term 1 to start building their portfolios within the digital platform.</p> <p>A mid-year check-in will be conducted with all instructors to review progress, share best practices, and provide additional support for portfolio implementation.</p> <p>At the end of the school year, students will be assessed on their completion of portfolio tasks. Grade 12 students will be required to submit a fully completed senior portfolio as a capstone to their CTE experience.</p>			
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Admissions

SMART Goal 2: During the 2025-2026 school year, we will continue to monitor and respond to any regulatory changes surrounding the career and technical admissions process, as determined by the MA Department of Elementary and Secondary Education.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>We currently have a criteria based admissions policy in place for applicants that includes reviewing 7th and 8th grade unexcused absences, academic grades, major school discipline, a school recommendation and interview. Students have the opportunity to earn points in each category and we rank applicants based on their overall application score.</p> <p>There are potential policy changes happening at the state level that will significantly impact our admissions process if they go into effect, resulting in a weighted lottery system for applicants.</p>	<p>Review admissions data from the 2024-2025 school year to look for trends and any concerns;</p> <p>Stay current with regulatory changes coming out of the Massachusetts Department of Elementary and Secondary changes;</p> <p>Review current admissions policy and make changes based on potential new regulations;</p> <p>Implement new admissions policy for students applying for the 2025-2026 school year;</p> <p>Connect with other Career and Technical schools surrounding any regulation updates from the DESE;</p> <p>Provide information about admissions policy changes to Keefe Tech faculty and other school leaders and counselors in our sending communities.</p>	<p>By the end of September 2025, we will review admissions data from the 2024-2025 school year to look for trends and any concerns;</p> <p>Throughout the 2025-2026 school year, we will stay current with regulatory changes coming out of the Massachusetts Department of Elementary and Secondary changes;</p> <p>By the end of September 2024, we will review our current admissions policy and make changes based on potential new regulations;</p> <p>During the 2025-2026 school year, we will implement our new admissions policy for students applying for the 2025-2026 school year;</p> <p>Throughout the 2025-2026 school year, we will connect with other Career and Technical schools surrounding any regulation updates from the DESE;</p>	<p>Academic Assistance Principal, Director of Guidance/Admissions, WIN Team members</p>	

		Throughout the 2025-2026 school year, we will provide information about admissions policy changes to Keefe Tech faculty and other school leaders and counselors in our sending communities.		
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Special Education

SMART Goal 1: Prepare for the Massachusetts DESE Tiered Focused Monitoring (TFM) audit by ensuring all special education practices, documentation, and procedures are fully compliant with state and federal regulations and reflect best practices in service delivery and student support.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Keefe Regional Technical School is currently in good standing in meeting both state and federal special education requirements, as confirmed by the Tiered Focused Monitoring (TFM) audit completed in 2023. As a Cycle A school, Keefe Tech is scheduled to undergo its next DESE audit during the 2025–2026 school year.</p>	<p>1. Conduct Internal File Reviews:</p> <ul style="list-style-type: none"> - Audit active IEPs, evaluations, and related documentation using DESE criteria. - Use findings to identify patterns and areas in need of correction or improvement. - Correct any compliance issues ahead of DESE file submission deadlines. <p>2. Professional Development:</p> <ul style="list-style-type: none"> - Provide staff training on DESE audit expectations, documentation best practices, and procedural safeguards. - Offer refreshers on timelines, service delivery logs, and parent communication requirements. <p>3. Strengthen Systems for Compliance Monitoring:</p> <ul style="list-style-type: none"> - Implement tracking tools for IEP timelines, evaluations, progress reports, and service delivery. 	<p>Student records meet all DESE compliance standards;</p> <p>Increased staff confidence and understanding as measured by training feedback;</p> <p>All timelines for evaluations, IEPs, and service provision are met consistently;</p> <p>DESE TFM report reflects minimal or no corrective actions required;</p> <p>Positive feedback from families regarding clarity of communication and procedural understanding.</p>	<p>Special Education Director</p>	

	<ul style="list-style-type: none">- Assign compliance leads to support staff with data entry and documentation. <p>4. Improve Family Engagement and Communication:</p> <ul style="list-style-type: none">- Ensure that families receive timely procedural safeguard notices and are fully informed of their rights.- Increase transparency and collaboration with families during IEP development and evaluation processes. <p>5. Coordinate Transportation, Health, and Related Services Documentation:</p> <ul style="list-style-type: none">- Review and streamline coordination across departments (e.g., health, transportation, counseling) to ensure all required documentation is current and accessible.			
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School Climate

SMART Goal 3: During the 2025-2026 school year, we will continue to address chronic absenteeism, and this year, include tardiness to school by implementing strategies that target connectedness and creating an inclusive community in our school.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Absenteeism continues to be a concern for us. During the 2023-24 school year, we had a 94.2% attendance rate and had 107 students who missed 18 or more school days and are considered to have chronic absenteeism. During the 2024-25 school year our attendance rate is 94.7 and we currently have 63 students who have missed 18 or more school days. These numbers have improved each year and even knowing that this number will grow, we are optimistic that we are trending in the right direction.</p> <p>Students do not gain credit for the school year if they have more than 14 absences. Tardy and dismissal time is calculated where 6.5 hours is equivalent to 1 day absent. Credit</p>	<p>We have made an addition to our student handbook where students will be expected to attend a Saturday school make up session every 10 tardies they accrue during the school year. Make up sessions will also be assigned to students who have accrued excessive hours of tardiness. This will all be done in an effort to limit makeup time needed by students at the end of the academic year.</p> <p>Explore a credit recovery curriculum where students have the opportunity to complete worthwhile assignments so make up time can be more productive.</p>	<p>During the fall of 2025 we will create a credit recovery curriculum where we will collaborate with faculty around the building to develop worthwhile assignments for students in credit recovery programs.</p> <p>During the fall of 2025 we will meet with students during class meetings to review attendance requirements and credit recovery opportunities.</p> <p>Throughout the 2025-2026 school year, the attendance team will hold monthly meetings to discuss at-risk students and create plans for individual students in need of support.</p>	<p>Assistant Principal, Principal, Director of Guidance, School Adjustment Counselor</p>	

<p>recovery opportunities are offered for 6 hours per week. We have been experiencing situations where students are waiting until the end of the school year to make up hours and, often times, have little to do. Make-up time often becomes tedious and stressful for students and those teachers managing the program.</p>	<p>Collaborate with the Peer Mentor Program to engage incoming students in how to be a part of the Keefe Tech community;</p> <p>Run small group meetings in Career and Tech Programs at the beginning of the year focused on creating strategies to motivate students to improve their attendance and make the connection between school attendance and success in their program;</p> <p>Work with Career and Technical teachers to explore initiatives in programs surrounding student engagement and attendance that include collaboration with other programs.</p>	<p>Throughout the 2025-2026 school year, we will collaborate with the Peer Mentor Program to engage incoming students in how to be a part of the Keefe Tech community;</p> <p>During the second semester, we will run small group meetings in Career and Tech Programs focused on creating strategies to motivate students to improve their attendance and make the connection between school attendance and success in their program;</p> <p>Throughout the 2024-2025 school year, we will work with Career and Technical teachers to explore initiatives in programs surrounding student engagement and attendance that include collaboration with other programs.</p>		
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Academics

SMART Goal 4: By June 2026, Keefe Technical High School will strengthen its English Language Learner (ELL) Program in alignment with our Student Opportunity Act (SOA) plan by developing and implementing a comprehensive ELL Program Manual, formalizing the ELL Coordinator job description, and increasing student performance on the ACCESS for ELLs assessment, as measured by an increase of at least 10% of students meeting their growth targets in literacy and speaking domains.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Keefe Technical High School has begun early implementation efforts to strengthen the ELL Program following Student Opportunity Act (SOA) priorities. The updated SOA plan has prompted a districtwide refinement and a renewed focus on support for English learners. Initial planning is underway to revise program materials and formalize key roles. Preliminary instructional supports are being developed, and the school remains on track with its implementation timeline. Continued work is needed to ensure the program meets current expectations and effectively supports student needs.</p>	<p>Reconvene district ELL team and draft and review updated ELL program manual.</p> <p>Update ELL coordinator job description.</p> <p>Deliver targeted ACCESS prep sessions.</p> <p>Finalize and distribute ELL program manual.</p> <p>Deliver professional development on new manual and instructional practices.</p> <p>Ensure 95% participation in ACCESS testing.</p> <p>Conduct mid-year review of student progress using benchmark tools.</p> <p>Analyze preliminary ACCESS data for literacy and speaking growth.</p>	<p>Fall (by November 30, 2025);</p> <p>Fall (by November 30, 2025);</p> <p>Fall (by November 30, 2025);</p> <p>Winter (by February 28, 2026);</p> <p>Winter (by February 28, 2026);</p> <p>Winter (by February 28, 2026);</p> <p>Winter (by February 28, 2026);</p> <p>Spring (by May 31, 2026);</p> <p>Spring (by May 31, 2026)</p>	<p>ELL Coordinator, Admin Team, Academic CC</p> <p>HR, Academic CC</p> <p>ELL Teachers, Academic CC</p> <p>ELL Coordinator, Admin Team</p> <p>ELL Coordinator, Academic CC</p> <p>Testing Coordinator, ELL Team, Academic CC</p> <p>ELL Teachers/Academic CC</p> <p>ELL Coordinator, Academic CC</p> <p>ELL Coordinator, Academic CC</p>	

	Gather feedback from teachers and families on ELL supports.			
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