

Keefe Regional Technical School School Improvement Plan Major Goals 2026-2027



South Middlesex Regional Vocational Technical School District

Career and Technical

SMART Goal 1: By June 2027, 100% of instructors in career and technical education programs will develop, implement, and maintain a comprehensive, program-specific Hazard Communication (HazCom) plan in alignment with Hazard Communication Standard and MA DLS guidelines.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>The school has established several key components of a Hazard Communication program aligned with the Massachusetts Department of Labor Standards and the Hazard Communication Standard. SDS binders are updated and accessible in all program areas, and some programs maintain current chemical inventory lists. Instructors also use a standardized Hazard Communication presentation, Right-to-Know quiz, and acknowledgment form to support student awareness and compliance. Several programs have incorporated routine toolbox talks and safety discussions.</p>	<p>Finalize and distribute standardized Hazard Communication (HazCom) templates, tools, and implementation expectations aligned with the Hazard Communication Standard and Massachusetts Department of Labor Standards guidance</p> <p>Provide beginning-of-year professional development on chemical inventories, SDS management, labeling compliance, and safety training structures</p> <p>Ensure all instructors develop and implement a program-specific HazCom plan, including updated chemical inventories and accessible SDS documentation</p> <p>Verify that all chemicals are properly labeled with original manufacturer labels across all program areas</p>	<p>Pre-Implementation Phase (Now – September 2026) CTE Director</p> <p>Phase 1: Planning & Training (August–September 2026)</p> <p>Phase 2: Development & Initial Implementation (October–December 2026)</p> <p>Phase 3: Monitoring & Refinement (January–March 2027)</p> <p>Phase 4: Full Implementation & Compliance Verification (April–June 2027)</p>	<p>CTE Director CTE Instructional Staff CTE students</p>	

<p>While these foundational practices are in place, implementation remains inconsistent across programs. Continued efforts are needed to ensure all areas maintain updated chemical inventories and provide regular safety training.</p>	<p>Implement consistent safety training routines: weekly toolbox talks, monthly safety meetings, and regular safety briefings/morning huddles</p> <p>Require instructors to complete a program-specific safety audit and use results to inform improvements</p> <p>Develop and post PPE charts aligned to program tasks and instructional units, and integrate them into daily instruction</p> <p>Actively involve students in safety processes, including inventories, audits, PPE identification, and leading safety discussions</p> <p>Conduct quarterly administrative walkthroughs, documentation reviews, and safety audits to monitor progress</p>			
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Admissions

SMART Goal 2: During the 2026-2027 school year, we will review the roll-out of the new admissions policy and mandated regulatory changes that we implemented this year.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>We are currently finishing our first admissions cycle implementing the new lottery system. For the Class of 2030, we opted to move forward with a weighted lottery system, in which applicants can earn up to 4 entries. Entries can be earned in accordance to the regulatory language put out by the Massachusetts Department of Elementary and Secondary Education surrounding student interest, attendance and discipline.</p>	<p>Review admissions data from the 2025-2026 school year to look for trends and any concerns;</p> <p>Review the entire admissions process from the 2025-2026 school year;</p> <p>Make decisions surrounding the weighted lottery system;</p> <p>Determine admissions deadlines for incoming grade 9 students, as well as grade 10 transfer students;</p> <p>Review process of how information about the new lottery system is communicated and implement a plan for the 2026-2027 school year.</p>	<p>By the end of September 2026, we will review admissions data from the 2025-2026 school year to look for trends and any concerns;</p> <p>By the end of October 2026, we will review the entire admissions process from the 2025-2026 school year;</p> <p>By the end of October 2026, we will review make changes to our admissions policy if determined it will be beneficial to our students and school;</p> <p>By the end of October 2026, we will determine deadlines for grade 9 and transfer admissions;</p>	<p>Director of Guidance/Admissions</p>	

		Throughout the 2026-2027 school year, we will provide information about the first lottery admissions process and policy moving forward to Keefe Tech faculty and other school leaders, counselors and other stakeholders in our sending communities, as well as prospective students and their families.		
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Special Education

SMART Goal 3: During the 2026-2027 school year, Keefe Technical School will revitalize the Special Education Parent Advisory Council (SEPAC) to ensure it serves as a representative voice for students with IEPs by increasing consistent parent/caregiver attendance.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Keefe Technical School currently provides special education services to 28% of the total student population, representation a large population of students represented by families and caregivers. Currently, Keefe Technical School has a framework in place to support the Special Education Parent Advisory Council (SEPAC), but attendance has been minimal.</p>	<p>Distribute a Barriers to Entry survey in September 2026 to all special education caregivers to identify specifically why they haven't attended (e.g., timing, language barrier, lack of interest) and areas people would like to see present or topics of discussion.</p> <p>Develop and add questions and topics of interest in post IEP meeting surveys</p> <p>In posting SEPAC meetings, specific topics to be posted using data collected from surveys</p> <p>Pivot from strictly administrative meetings to a presentation model to review high-interest,</p>	<p>By the end of the 2026-27 school year, Keefe Technical School will have demonstrated the following:</p> <p>Consistent Growth: A steady month-over-month increase in unique attendees during the first three quarters.</p> <p>Retention Rate: A "Return Rate" indicator—measuring the percentage of parents who attend more than one meeting per year.</p> <p>Collaborative IEPs: Feedback from Special Education Liaisons indicates that parents are coming to IEP meetings better informed and using</p>	<p>Director of Special Education</p>	

	<p>relevant topics for students enrolled at Keefe Technical School (e.g., Transitioning to trade careers with an IEP, navigating licensure with accommodations, or executive functioning, understanding the difference between high school support and the ADA accommodations found in technical colleges or unions).</p> <p>Host a Transition Night focused on community resources, Chapter 688 referrals, and adult service agency navigation as students reach the age of majority in September of 2026.</p> <p>Utilize hybrid meetings options.</p>	<p>terminology learned at SEPAC events.</p> <p>Progress will be reviewed by the Director of Special Education</p>		
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Academics

SMART Goal 4: By June 2027, Keefe Technical High School (Academic Programming) will establish a comprehensive Curriculum Management System across all academic departments (ELA, Math, Science, Social Studies, Electives, World Language, ELL, and Health/PE) to ensure instructional consistency and regulatory compliance.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Currently, academic departments use Google Suite for file storage, but there is no centralized, audited Curriculum Management System. While curriculum exists, it requires a formal audit against DESE High-Quality Instructional Materials (HQIM) and state compliance standards. The current schedule and digital infrastructure need to be evaluated for long-term data continuity and the integration of Daily Language Objectives and the Vision of a Learner (VoL).</p>	<p>* System & HQIM Audit: Review current Google Suite files and evaluate departmental resources against DESE HQIM and state compliance standards. Compare against mapping software for storage and access.</p> <p>* Vendor Reviews & Trials: Meet with vendors to discuss pricing and trials. Evaluate how tools organize HQIM assets and support long-term data continuity.</p> <p>* Budgetary Recommendations: (If applicable) Present formal recommendations to the Principal, Superintendent, and School Committee for tool approval or Google Suite optimization.</p>	<p>*By October 31, 2026: Completion of System & HQIM Audit of current resources and mapping software capabilities.</p> <p>* By November 30, 2026: Completion of vendor reviews, trials, and faculty sampling of curriculum tools.</p> <p>* By January 15, 2027: Formal budgetary recommendations presented to the School Committee and Administration.</p> <p>* By February 15, 2027: Completion of the draft Curriculum Planning Guide & Manual.</p> <p>* By April 30, 2027: Staff training completed and unit plan revisions finalized across all departments.</p>	<p>Academic Assistant Principal, Principal, Tech Director, Academic Lead Teachers, Academic Teaching Faculty, PowerSchool Data Specialist.</p>	

	<p>* Manual Development: Draft the Curriculum Planning Guide & Manual with templates requiring HQIM alignment, Daily Language Objectives, and VoL integration.</p> <p>* Unit Revisions & Alignment: Train staff to use the Manual to update unit plans, ensuring resources meet state standards for written and enacted curriculum.</p> <p>* Final Quality Audit: Review the curriculum repository to ensure all maps meet instructional standards and are protected for year-end storage.</p>	<p>* By June 15, 2027: Final quality audit of the digital repository and archival of the 2026-2027 curriculum.</p>		
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School Climate

SMART Goal 4: During the 2026-2027 school year, we will create a distraction free learning environment by following the new Massachusetts law mandatory "bell-to-bell" cellphone ban in public schools. Passed by both the House and Senate in 2026, the legislation requires schools to prohibit personal device use while allowing exceptions for medical, disability, or IEP needs.

Present Status	Key Actions	Benchmarks	Responsible Party	Evidence of Success
<p>Where we have always had a no cell phone policy during instructional time, it has not always been consistently enforced and classroom teachers have utilized phones as instructional tools. The Commonwealth of Massachusetts is moving from a cell phone policy restriction to a comprehensive "bell-to-bell" ban. While many of our teachers currently manage phone use on an individual basis, teachers still identify cell phones as a major disruption. Assuming the law passes through legislation, we will be forced to align our local policy with the new Massachusetts state mandate requiring all devices to be stored or rendered inoperable from the beginning of the school day through dismissal.</p>	<p>In August, written communication to students and parents about the new policy will be sent. Protocols for the parent to student emergency contact system will be included, ensuring that parents can reach the main office and that students have access to landlines for urgent needs.</p> <p>Because students will be allowed to bring phones on buses, we need to create a secure place for them to keep their phones during the day. In September, we will evaluate the effectiveness of physical storage (magnetic pouches, "cell phone lockers", or determine if we can allow students to carry their phones in their bags to determine the most secure and</p>	<p>By the beginning of September 2026, staff will receive professional development on the new enforcement framework and the legal requirements of the MA cellphone mandate.</p> <p>By September 2026 our school policy will be approved by the school committee and distributed to families.</p> <p>By November 2026 we will distribute a survey to teachers evaluating "distraction-related" incidents compared to the previous school year. We will also distribute the same survey in the spring as we constantly reevaluate our policy and strategies as we create a distraction free learning environment</p>	<p>Assistant Principal, Principal, Director of Guidance, School Adjustment Counselor</p>	

	<p>cost-effective method for our student population.</p> <p>Establish Exemptions by developing a clear protocol for mandated exceptions, including students with IEPs or 504 plans that require technology, documented medical needs and language translation requirements for English Learners.</p> <p>By the end of September, professional development for staff will be done on de-escalation and enforcement, focusing on consistent school-wide responses to avoid placing the entire burden of confiscation on individual classroom teachers</p>			
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