Diman Regional Vocational Technical High School

School Improvement Plan

2025-2028

Diman Regional Vocational Technical High School
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Preface

Since 1912, Diman has jumpstarted the careers of thousands of students. Today, more than 1,400 Grades 9-12 students call Diman home. With 18 diverse vocational-technical programs, our students don't just learn—they excel. From hands-on training to academic achievement and extracurricular activities, they're building futures with confidence. Whether it's through national competitions like SkillsUSA or mastering cutting-edge vocational skills, Diman students consistently stand out as some of the best in the country.

Diman's Vision

Diman RVTHS graduates will be occupationally skilled workers whose academic, vocational/technical, and workplace competencies will make them responsive to socioeconomic, technological, and environmental challenges in a complex and changing society.

Diman's Mission

The mission of Diman RVTHS is to develop the unique potential of each learner by enabling students to acquire knowledge, skills, and dispositions that are needed to achieve personal, academic, vocational/technical, and civic goals.

Diman's Vision of a Graduate

The vision of all Diman graduates is that they will be balanced, empowered, navigators of change, genuine, and accountable leaders. Within their four years of high school, they will master these skills.

- **Balanced:** Demonstrates proven technical skills and a growth mindset, thriving in both career and personal life.
- **Empowered:** Brings confidence in their ability to develop innovative ideas and solutions to real-world challenges.
- **Navigator of Change:** Embraces adaptability and forward-thinking, thriving in evolving environments.
- **Genuine:** Acts with authenticity, honesty, and integrity toward themselves and others.
- **Accountable:** Takes ownership of actions and outcomes.
- **Leader:** Inspires and guides others toward positive change

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Introduction

Diman Regional Vocational Technical High School is embarking on an exciting new chapter, fueled by the upcoming move into our state-of-the-art facility. This transition presents a unique opportunity for significant growth and improvement across all facets of our school community.

Through extensive engagement, including individual meetings and numerous listening and learning sessions with a wide array of stakeholder groups, I've gained invaluable insights into our collective strengths and areas ripe for development. This comprehensive understanding forms the foundation of our new School Improvement Plan, which will be designed to elevate the educational experience for every student and staff member at Diman.

Our vision for Diman's direction over the next five years is robust, drawing upon a wealth of information from multiple internal and external sources. This includes detailed findings from our Seaside Audits for Title I, IIA, IV, IDEA, and Perkins' entitlement grants, the comprehensive results of our Mass Insight Audit, key takeaways from the NEASC accreditation report, and the insightful notes gathered from my direct meetings with various stakeholder groups. Together, these sources provide a holistic view, guiding us toward a future of continued excellence and innovation.

Over the next school year, Diman stakeholders (Administrators, faculty, staff, students, and families) will come together to refine the action steps, the timeline for completion, and what data will be used to measure the growth.

Conclusion

This School Improvement Plan represents a comprehensive strategy for advancing the school's mission. By integrating recommendations from outside sources, and using stakeholder focus groups, this plan provides a clear roadmap for enhancing academic excellence, modernizing our vocational programs, strengthening student support services, cultivating a positive school culture, and boosting family and community engagement. This cohesive approach will foster a continuous improvement cycle leading to improved outcomes for all members of the Diman community.

Respectfully,

Leslie Weckesser

Assistant Superintendent/Principal

Diman Regional Vocational Technical High School 2025-2028

Objective I. Building a Culture of High Expectations for Staff & Students

This section focuses on improving instructional practices, curriculum development, the modernization of our vocational programs, and creating fundamental goals of all athletic and extracurricular activities to ensure students are well-prepared for college and careers.

Action Steps:

Year 1:

- Develop and share instructional strategy best practices across academic and vocational departments, fostering interdisciplinary collaboration.
- Develop professional development opportunities that are tailored to content specific needs for every job classification, utilize best practices that exist both at Diman and other regional vocational school districts,
- Align vocational programs with Labor Market Blueprints and conduct regular evaluations to ensure relevance. At least every two years, revisit academic and shop offerings to ensure alignment with changing field, regional, and national conditions so students are prepared for college and/or the workforce upon graduation.
- Ensure that all student athletes receive instruction in sportsmanship, character development, ethics, values, appropriate behavior, leadership, and the development of healthy lifestyles.
- Implement data-driven instruction using benchmark and common assessments developed during dedicated department time.

Year 2:

- Introduce beginning, middle, and end-of-year assessments to inform future programming and curriculum adjustments.
- Ensure that all departments review student achievement and program data several times annually to adjust curriculum and ensure positive student outcomes.
- Solicit student input on elective offerings and develop rigorous electives that align with STEM career connections and industry trends.
- Rebrand programs to reflect industry trends, improve marketability, and explore new offerings such as ISSN, Cybersecurity, and relevant business and technical electives.
- Use the Portrait of a Graduate to develop an instructional vision with annual instructional priorities.
- Ensure that all coaches and extracurricular advisors receive staff development programs to improve their professional growth and competence.
- Using quantitative and qualitative data over multiple years, evaluate all programs and offerings based on student outcomes, engagement and participation, to develop annual improvement goals.
- Use the NEASC Standards to complete the Athletic Program Self Study.

Objective I. Building a Culture of High Expectations for Staff & Students (*continued*)

Year 3:

- Using the two previous year's data, refine and develop recommendations for the next school improvement plan.
- Provide vocational departments with professional development on integrating labor market data and trends beyond traditional advisory input, with each department determining its specific focus areas.
- Allocate 3 hours of ELL-focused PD and 3 hours of Special Education-focused PD annually on scheduled PD days, ensuring educators meet the required hours for each area within the 5-year relicensure cycle.
- Establish common planning time for teachers within the same content area to collaborate on curriculum alignment, assessment design, and instructional strategies.

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Objective II. Strengthening Guidance, Career Planning, and Student Support Services

This section aims to strategically build upon existing student support structures to address social-emotional learning (SEL) and mental health needs, and to ensure students with disabilities and English learners' access and succeed in their educational experience.

Action Steps:

Year 1:

- Refine Diman's DCAP to include MTSS tiered supports and inclusive practice.
- Reassess guidance staff caseloads against national best practices, and consider ways to either increase staff capacity (internal and external) or restructure how student supports are provided.
- Strengthen EL program staffing supports, targeting staff and/or content areas or shops that have the highest number of ELs.
- Provide linguistically appropriate support to ELs during Exploratory.
- Revise the shop placement rubric and norm on its use across shop educators to ensure ELs are not inadvertently penalized for their language skills and abilities.
- Appoint dedicated leadership for the Special Education department and integrate educational services into the school day.
- Prioritize supports for students with disabilities (IEPs and 504 plans)
- Re-evaluate the structure of special education staff to ensure the majority of staff time is devoted to direct student support, participation in IEP meetings, and structured family engagement.
- Annually evaluate special education staff caseloads for capacity.
- Develop and implement touchpoints or a feedback system to ensure students with disabilities (IEPs or 504 plans) are receiving the support they need in all of their classes.
- Provide classroom strategy focused professional learning opportunities for all instructional staff about students with disabilities, including compliance, accommodations, and modifications.
- Allow staff sufficient time to build awareness of students' IEPs and 504 plans at the beginning of each school year.
- Offer or secure training about inclusive instructional strategies about adapting hands-on, technical or other shop-specific instructional methods to meet the needs of students with IEPs or 504 plans.
- Revise the shop placement rubric and norm on its use across shop educators to ensure students with disabilities are not inadvertently penalized for their disabilities.

Year 2:

- Expand SEL curriculum offerings across all grade levels and organize grade-specific presentations on important topics like teen violence, addiction, and distracted driving.
- Prioritize supports for students' social and emotional learning (SEL) and mental health needs
- Prioritize supports for multilingual learners
- Provide classroom strategy focused professional learning opportunities for all instructional staff about ELs, including language scaffolding, differentiation, and culturally responsive instruction.
- Create ongoing collaboration opportunities between academic teachers, shop instructors, and special education staff.

Objective II. Strengthening Guidance, Career Planning, and Student Support Services
(*continued*)

Year 3:

- Create comprehensive promotional materials highlighting career pathways and shop placement processes.
- Implement dedicated class time for career and college planning, including the development and maintenance of My CAP for each student.
- Provide ongoing staff professional learning opportunities to support student engagement and readiness for academic and career & technical learning.
- Ensure the Vision of a Graduate includes SEL competencies and skill development.
- Prioritize creation, awareness, implementation, and monitoring of EL plans.
- Within MTSS, SIP, and/or leadership team meetings, monitor the effectiveness of EL accommodations, modifications, and learning outcomes of ELs.
- Understand if content-area or industry-specific glossaries, visual aids, and technology–based translation tools would be useful, and if so, develop them to support EL access and engagement.
- Redesign resource rooms to better represent Least Restrictive Environment and provide consistent support for special education learners across all grade levels.
- Implement co-teaching models and provide relevant professional development for both general and special education teachers.
- Create comprehensive transition plans for all SPED graduates, ensuring they are prepared for post-secondary life.
- Ensure full compliance with IEPs and 504 plans in all classrooms and shops.

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Objective III. Cultivating a Positive School Culture and Strengthening Communication

This section aims to strengthen school-wide coherence and culture through a shared vision for the "Diman way" by clarifying roles and responsibilities, designing effective communication structures, and rebuilding culture and trust. It also addresses discipline, attendance, and fostering positive staff and student relationships.

Action Steps:

Year 1:

Invest time and effort to build staff relationships and trust.

- Prioritize collaborative planning time for academic and vocational teams to engage in professional content-area/shop discussions with colleagues.
- Design monthly peer connection opportunities to build staff relationships across academics and vocational teams.
- Start a staff social working group to create quarterly or semesterly staff events to build relationships.
- Host at least two staff and student social activities each school year.

Year 2:

Continue staff input efforts and develop consistent communication structure and practices.

- Continue creating and leveraging staff input opportunities in design and decision-making processes within working groups, using the structures currently underway to do so.
- Encourage all staff to participate in working groups, perhaps setting the expectation that all will do so at least once every two school years.
- Clearly convey decisions and/or deliverables that come from working groups, engaging working group members in the presentations to create further staff ownership.
- Develop internal staff communication best practices and expectations, and share these with staff to create awareness and inform communication norms.
- On a recurrent basis (once or twice a year), include staff survey items about the amount of communication they receive, its usefulness, its coordination, and ways to improve.
- Expand administrator-led focus groups to improve communication and increase transparency by explaining the rationale behind rules and changes.

Objective III. Cultivating a Positive School Culture and Strengthening Communication (*continued*)

Year 3:

Improve discipline, attendance and school culture.

- Provide professional development in classroom management and de-escalation strategies for all staff.
- Focus on building positive teacher-student relationships through mentoring programs and advisory periods.
- Share discipline and attendance data regularly with staff and implement a system to recognize and reward students for positive behavior.
- Conduct home visits for chronically absent students and explore alternatives to suspension, such as a PASS program.
- Implement attendance incentives for faculty and staff to model the importance of consistent attendance.

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Objective IV. Boosting Family and Community Engagement

This section focuses on developing a comprehensive family/caregiver engagement plan that includes early engagement opportunities and consistent communication guidelines, with an eye toward intentional and realistic investments to strengthen Diman's engagement with its families/caregivers. It also seeks to increase overall community involvement.

Action Steps:

Year 1:

- Introduce ASPEN to all families/caregivers (particularly families/caregivers of incoming students) through a series of interactive sessions or opportunities beginning with orientation, emphasizing the platform's role in tracking student progress and strengthening school-home communication.
- Ensure that all family communication occurs in the family's native language.
- Create and post how-to videos to support families/caregivers' use of ASPEN, engaging students in this process.
- Build staff awareness of all potential methods for family/caregiver communication.
- Implement a proactive outreach program with regular calls to parents and establish staff/parent focus groups for ongoing feedback.
- Develop 1-page user guides for all communication methods to support staff and family/caregiver use.
- Host family information nights with school leaders to help parents and students better understand school policies and procedures.
- Promote relationship-driven vs. reactive family/caregiver engagement opportunities, such as meet-and-greet events, open shop nights, and student-led showcases.

Year 2:

- Prompt students to support their families/caregivers in using ASPEN.
- Remind families/caregivers on a recurrent monthly basis to check ASPEN to monitor their child(ren)'s progress.
- Offer Aspen help sessions for families to improve communication and engagement with student progress.
- Identify the most often-used and family/caregiver-user-friendly communication methods for both individual and group communication (e.g., apps, text/email messaging, robo calls, etc.).
- Build family/caregiver awareness of communication methods that Diman uses.
- Develop a clear, school-wide family/caregiver engagement plan that includes beginning-of-the-year communication expectations and ongoing communication expectations, clearly identifying what is required of all staff, what is optional, and some examples of best practices.
- Redesign the Open House format to better serve recruitment and visitation purposes, showcasing both academic and vocational offerings.
- Increase student and staff participation in community events to strengthen school-community relationships.
- Explore funding sources for additional after-school transportation for students who wish to be engaged in after-school clubs and activities.
- Increase community engagement through positive events and opportunities that showcase student achievements and program offerings.

Objective IV. Boosting Family and Community Engagement (*continued*)

Year 3:

- Show on projection screens what the ASPEN platform looks like, how to log in, and key functions at in-person events.
- Recurrently include questions on family/caregiver surveys about communication method access, use, and preference.
- Build staff awareness of the family/caregiver engagement plan, clearly identifying the staff's minimum communication and engagement expectations with families/caregivers.
- Design quarterly staff development opportunities to revisit the expectations and build accountability mechanisms for family/caregiver engagement into evaluation conversations.
- Build family/caregiver awareness of the family/caregiver engagement plan, clearly identifying the school's minimum communication and engagement expectations.
- Create a Parent Ambassador Group to facilitate peer-to-peer support and information sharing.