



Old Colony Regional Vocational Technical High School 2020-2023 District and School Improvement Plan

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Beliefs About Learning

- All students are provided with the most current vocational, technical, and academic courses of instruction that allow for differences in student interests, aptitudes and abilities.
- Students' compassion towards others is paramount in fostering interpersonal connections collaboratively to ensure a safe, productive and respectful learning environment.
- Each student establishes relationships with community organizations to maximize student learning and promote postsecondary and career opportunities.
- Students will develop effective communication and leadership skills that build upon traits creating the reliable work ethic of a civic-minded, lifelong learner.
- Students are encouraged to persevere with professional, academic, and personal integrity.

Theory of Action

IF we engage students through curriculum and instructional practices, differentiate instruction to reach all students, and provide quality instruction through a highly developed professional staff that uses data, shares best practices, collaborates with stakeholders *THEN* all of our students will achieve individual success, and will be prepared to reach their educational career and personal goals.

#WeAreOC

Connect. Create. Inspire

**Old Colony Regional Vocational Technical High School
District & School Improvement Plan 2020-2023**

Focus Area – Student Achievement

Goal #1: Increase achievement in all facets of college and career readiness

| <u>Action Step</u> | Progress of Implementation | | | <u>Responsible Party</u> | <u>Financial Resources</u> | <u>Performance/Assessment Measures</u> | <u>Timeline</u> |
|--|----------------------------|-------------|---------|--|----------------------------|--|-----------------|
| | Completed | In Progress | Pending | | | | |
| <p>All students will create individualized learning plans (ILPs) in their 9th grade year to be reviewed annually. Plans will be integrated with digital portfolios and will include:</p> <ul style="list-style-type: none"> • Academic planning and goal setting • College and Career planning and goal setting • Reflection and review of testing, advanced coursework, skills and values | | | | Guidance Counselors, Assistant Principal, Academic Coordinator | | <p>Review/modify template in FY21 by Stakeholder Group, Guidance, and Administration</p> <p>Annual samples of ILPs to be reviewed by Administration as part of evaluation process</p> | Years 1-3 |
| By FY22, 100% of students will complete a digital portfolio as part of their graduation requirement | | | | Administrative Team | | <p>FY21: Organize/update necessary requirements</p> <p>FY22: Transition to digital format with speaking requirement (video)</p> | Years 1-2 |
| By FY22, 100% of students will complete 15 hours per year of community service as part of their graduation requirement. | | | | Administrative Team and Guidance Counselors | | <p>FY21: Identify list of potential options</p> <p>FY22: Implementation of policy</p> | Years 1-2 |
| Review current A, B, C, D, F grading system to identify whether to continue with status quo or make modifications to introduce competency-based, standards-based, or alternative system. | | | | School-wide | | <p>FY21: Review of assessment models and implications associated with change</p> <p>FY22: Identification of crosswalks, impacts, and adjustments needed for change</p> <p>FY23: Modifications introduced</p> | Years 1-3 |

| <u>Action Step</u> | Completed | In Progress | Pending | <u>Responsible Party</u> | <u>Financial Resources</u> | <u>Performance/Assessment Measures</u> | <u>Timeline</u> |
|--|-----------|-------------|---------|---|-------------------------------|--|-----------------|
| By FY22, 100% of Freshmen will participate in a three part course dedicated to SEL/Cultural Awareness, Maximizing the OC Experience (SkillsUSA, NHS, Goal Setting), and Global Citizenship | | | | Administrative Team and Guidance Counselors | Potential staffing | FY21: Curriculum Development and Schedule Planning FY22: Introduction of Courses | Years 1-2 |
| By FY23, 100% of students will participate in Cooperative Learning experiences, or simulated live-work environment with regular community interaction (i.e., Culinary Restaurant) | | | | Vocational Coordinator | | FY21: 70% FY22: 85% FY23: 100% | Years 1-3 |
| By FY22, 100% of vocational programs will require students to earn a certification or credential associated with their respective vocational program | | | | Vocational Coordinator | Cost of credential or license | FY21: Identify gaps and cost of programming by November of 2020 FY22: Introduce new requirement | Years 1-2 |
| Promote Early College Engineering Pathways and Dual Enrollment Options | | | | CVTE Coordinator, Academic Coordinator, Guidance Counselors | | FY 21: Organize rollout for students FY 22: Begin programs and monitor student success and set goals for student participation | Years 1-3 |
| Expand upon FY20 efforts to create opportunities for students to engage in multicultural experiences, locally and nationally, with regularity | | | | Administration | FY23 Travel | FY21: Identify three dates during the school year for Madison Park exchange FY22: Introduce Summer Program exchange FY23: Incorporate outreach program for community service in other state or country | Years 1-3 |
| Introduce the State Seal of Biliteracy Recognition for qualifying students | | | | Principal | | FY21: Review program requirements FY22-23: Communicate guidelines to all students who may qualify or wish to work toward credentialing | Years 1-3 |

| <u>Action Step</u> | Completed | In Progress | Pending | <u>Responsible Party</u> | <u>Financial Resources</u> | <u>Performance/Assessment Measures</u> | <u>Timeline</u> |
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| In FY23, accepted invitations to the incoming National Honor Society members will be proportionally representative of our existing Special Education population | | | | Student Services Coordinator and National Honor Society Advisors | Scholarship Service Leadership Character | FY21: Ensure ILPs and three-part course include NHS Overview FY22: Identify and monitor students to encourage NHS participation & eligibility FY23: Extend invitations and encourage follow-through | Years 1-3 |
| 100% of our population will participate in leadership development or extra-curricular activities by the end of their sophomore year. | | | | Student Services Coordinator, Assistant Principal, Director of Athletics and Activities | Cost of activities and programs | FY21: Identification of participation rates and student interests FY22: Recruitment and customization of opportunities | Years 2-3 |
| Establish a Risk Team approach to identify at-risk students in the areas of attendance, discipline, and failure rate. Plan weekly intervention. | | | | Students Services Coordinator, Assistant Principal, and Guidance Counselors | | FY21-23: Meet weekly to discuss students and establish iterative weekly data FY21-23: Reduce incidents in each category by 50% from January to June | Years 1-3 |
| By FY22, replace existing final exams with an integrated project-based week of learning to include teaming of teachers and students in a setting that encourages collaboration with industry and/or community | | | | School-wide | | FY21: Stakeholder work on integration concept FY22: Introduction of first year work FY23: Continued refinement of integration model | Years 1-3 |
| Beginning FY21, the Old Colony Physical Education staff will introduce an assessment utilized twice annually for the purpose of creating baselines and goal setting for individualized student growth | | | | Academic Coordinator | | Developed in collaboration with Physical Education Staff | Years 1-3 |
| Beginning FY21, 100% of 9 th grade students will earn their First Aid, CPR, and AED training as part of the Old Colony Wellness Curriculum | | | | Academic Coordinator | Cost of training staff and credentialing | 100% passing rate | Years 1-3 |

| <u>Action Step</u> | Completed | In Progress | Pending | <u>Responsible Party</u> | <u>Financial Resources</u> | <u>Performance/Assessment Measures</u> | <u>Timeline</u> |
|---|-----------|-------------|---------|---|----------------------------|---|-----------------|
| Beginning FY22, 12 th grade students will complete comprehensive Financial Literacy coursework | | | | Academic Coordinator, Vocational Coordinator | | FY 21: Research of Financial Literacy options and placement in the schedule FY 22: Introduction of course and review of efficacy FY 23: Research for expansion into grade 11 coursework | Years 1-3 |
| Create an assessment tool to be used annually for the purpose of guiding the student experience in conjunction with the ILP and Portfolio models to measure and inform student growth | | | | School-wide stakeholders | | FY 21: Creation of the tool FY 22: Implementation FY 23: Review of data and modification of assessment tool | Years 1-3 |
| 100% of students will “meet/exceed” expectations on state testing. The lowest performing 25% of students (as identified by the DESE Accountability System) will be tracked through their 10th, 11th and 12th grades to ensure involvement in the school community, passing of courses (as some may be anxious testers but very strong students), and involvement in advanced coursework/post-secondary opportunities/co-op. | | | | Risk Team, Administrative Team, Teacher Teams | | State accountability reporting will be used to identify intervention group. | Years 1-3 |

Focus Area – Faculty & Staff Development

Goal #2: Support faculty and staff development in the areas of assessment, use of data, technology, social emotional learning, cultural awareness, and global citizenship

| Action Step | Progress of Implementation | | | Responsible Party | Financial Resources | Performance/Assessment Measures | Timeline |
|--|-----------------------------------|--------------------|----------------|--|-----------------------------|--|-----------------|
| | Completed | In Progress | Pending | | | | |
| All faculty will complete unit plans, essential questions, and assessments for appropriate vertical progression of scope and sequence | | | | Administrative Team, OC Faculty | | Year 1: Completed scope and sequence, unit plans, and lesson plans Year 2: Ongoing assessment review | Years 1-2 |
| Provide professional development opportunities for faculty to promote integration of useful technology for teaching and learning purposes using the SAMR Model | | | | Administrative Team, OC Faculty | Cost of training platform/s | Move from enhancement to transformation of tasks with goals of improved technological skills, increased opportunities for curriculum delivery, securing faculty/staff feedback, evaluation of course completion audits | Years 1-3 |
| Provide opportunities and training for faculty to participate in co-planning activities using numerous sources of disaggregated data from formative and summative assessments | | | | Administrative Team, OC Faculty | | Bi-annual data review for MCAS and AP utilizing practice and test data Trimester review of lowest performing quartile data based on state accountability system | Years 1-3 |
| Provide faculty with training to create clear definition of roles pertaining to ILPs and digital portfolios (ensure student voice) | | | | Administrative Team, OC Faculty | | Identification of meaningful formative and summative assessments, integration with ILPs and portfolios, student and staff feedback, clear definition of roles | Years 1-3 |
| Provide faculty and staff with training to support social emotional learning, cultural competency, and global citizenship of our students | | | | Administrative Team, OC Faculty | ADL Program Cost | Student, staff, parent/guardian surveys relative to impacts of effort | Years 1-3 |
| Provide “choice” and a thematic focus when organizing professional development to ensure meaningful and impactful options will minimize performance gaps of students | | | | Administrative Team, Collaboration outside of Old Colony | | Review of data, identification of performance gaps, provide training to address low income/high needs population and enrollment in honors and AP courses, MCAS/SAT scores. | Years 1-3 |

Focus Area – Culture and Safety

Goal #3: Create an environment that promotes safety, personal well-being, autonomy and positive social connections within and beyond our Old Colony community.

| <u>Action Step</u> | Progress of Implementation | | | <u>Responsible Party</u> | <u>Financial Resources</u> | <u>Performance/Assessment Measures</u> | <u>Timeline</u> |
|--|----------------------------|-------------|---------|---|----------------------------|--|-----------------|
| | Completed | In Progress | Pending | | | | |
| Old Colony will utilize the “first days” of the school year to establish staff-student relationships with a focus on connection. | | | | Staff and students | | Student identification exercise at September/October staff meeting | Years 1-3 |
| Improve physical servers, networks, and data center operations in the district. Adopt technology and security procedures to ensure business continuity with respect to remote work/learning and disaster recovery. | | | | Director of Technology, Superintendent-Director, IT Subcommittee | | Completion of work | Years 1-2 |
| Expand upon Summer Discovery, Freshman Academy, and Adult Education Programming to expand outreach efforts and maintain strong image within sending communities. | | | | Administrative Team Stakeholders | | Summer Discovery: 1: 150/2: 200/3: 250 Incoming Classes: 1: FA/2: FA+1/3: FA+2 Adult Ed 1: 5 areas/2: 7 areas/3: 10 areas | Years 1-3 |
| Implement school-wide survey to be distributed 2x annually (October and April) to measure connectedness and culture | | | | Administrative Team Counseling Staff Teaching Staff Students | | Distribution and comparison of survey results to be followed by intervention | Years 1-3 |
| Introduce recycling effort | | | | Facilities and Teaching Staff Students | Grant Funding | Year 1: Work to secure Grant Funding Year 2: Implement Programming Year 3: Evaluate Impact | Years 1-3 |
| Enroll in ADL World of Difference Peer Training Program | | | | Assistant Principal | General Budget | Train 25 student leaders annually using the World of Difference Model Summer 2021: Train the Trainer Fall 2021: Begin Peer Leadership Training | Years 1-3 |

| <u>Action Step</u> | Completed | In Progress | Pending | <u>Responsible Party</u> | <u>Financial Resources</u> | <u>Performance/Assessment Measures</u> | <u>Timeline</u> |
|---|-----------|-------------|---------|---|----------------------------|---|-----------------|
| Improve communication with families with introduction of monthly "Coffee Talks" with the Administrative Team for families utilizing Zoom Technology | | | | Administrative Team | | Attendance Quality feedback from families Increased connectedness Parent/Guardian surveys | Year 1-3 |
| Maintain monthly assemblies | | | | Principal Students | | Student surveys Student outcomes and agency Staff feedback and surveys | Years 1-3 |
| Increase opportunities to celebrate industry partners and students entering the workforce with introduction of Spring Signing Day | | | | Vocational Coordinator | | Increased participation from industry partners | Years 1-3 |
| Introduce Social Emotional and Self Care component to Cougar Time | | | | Counseling Staff | | Student surveys Tracking of residential placement rates | Years 1-3 |
| Introduce opportunities for discussion debate, public forums, and student advocacy | | | | Administrative Team, Staff, and Students | | Monthly school-wide forums to be held during Cougar Time to support speaking, advocacy, and student agency with reflective practice for assessment purposes | Years 1-3 |
| Increase opportunities for staff-student exchange beyond the classroom (i.e. camping trips, travel, cultural exchanges, etc.) | | | | Administrative Team Staff Students | | Create student led organization to survey interests and initiate action | Years 1-3 |

Focus Area – Future Planning

Goal #4: Old Colony stakeholders will research and explore the expansion of the school's physical plant, programming, and membership.

| <u>Action Step</u> | Progress of Implementation | | | <u>Responsible Party</u> | <u>Financial Resources</u> | <u>Performance/Assessment Measures</u> | <u>Timeline</u> |
|---|----------------------------|-------------|---------|--|----------------------------|--|-----------------|
| | Completed | In Progress | Pending | | | | |
| Finalize decisions relative to Freetown status pertaining to District Membership | | | | Superintendent, Business Manager, School Committee | | Town Meeting votes Spring of 2021 Request to DESE December 2021 | Year 2 |
| Engage in discussion with Town of Rochester, Representatives, and State Officials to identify potential for public water source at Old Colony | | | | Superintendent, Business Manager, School Committee | | Discussions to take place in advance of potential MSBA Project | Years 1-2 |
| Meet with Town administrators to discuss sending districts' financial support for a renovation or construction project | | | | Superintendent, Business Manager, School Committee | | | Years 1-3 |
| Determine list of long-term needs and expansion possibilities associated with MSBA Project | | | | Facility Planning Committee | | ADA Accessibility, Fire Protection, Auditorium, Cafeteria, Outdoor Learning Spaces, Wellness Facility, Athletic Field Improvements, Post-secondary presence, Flexible Learning Spaces, Improved Science Labs, Science Center, Green Building (Sustainability), Storage | Years 1-3 |
| Explore potential revenue sources to include Cell Phone Tower, Expanded Adult Education, Facilities Sponsorship (Worcester Tech Model), etc. | | | | Superintendent, Business Manager, School Committee | | Exploration to take place in conjunction with potential MSBA Project | Years 1-3 |
| Expansion of Chapter 74 Programming | | | | Administrative Team, School Committee | | Year 1: Labor Market Analysis Year 2: Facilities Audit/DESE Filing Year 3: Chapter 74 Program Expansion | Years 1-3 |

| <u>Action Step</u> | Completed | In Progress | Pending | <u>Responsible Party</u> | <u>Financial Resources</u> | <u>Performance/Assessment Measures</u> | <u>Timeline</u> |
|--|-----------|-------------|---------|---|-------------------------------|---|-----------------|
| Upgrade Building and Technological Security Systems | | | | Facilities Director, Technology Director, Superintendent, IT Subcommittee | | | Years 1-3 |
| Introduction of 1:1 Technology over a 4-year period of time | | | | Administrative Team, School Committee | General Budget, Grant Funding | Year 1: Discussions and Planning Year 2: Budgeting Year 3: Introduction with incoming class | Years 1-3 |
| Expand Early College, Articulated Credit, Dual Enrollment, and Post-Secondary options for students | | | | Administrative Team | | Student participation data, programming data | Years 1-3 |