



# Old Colony Regional Vocational Technical High School 2024-2028 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 aligned with frameworks and standards, 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.

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Connect. Create. Inspire

**Old Colony Regional Vocational Technical High School  
District & School Improvement Plan 2024-2028**

**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 participate in the MyCAP program that covers promotion of the following three domains:</p> <ul style="list-style-type: none"> <li>• Academic planning</li> <li>• Portfolio and College and Career planning and</li> <li>• Reflection and review of testing, credentialing, advanced coursework, resume, cover letter</li> </ul>		In Progress		Guidance Counselors, Assistant Principal, Academic Coordinator		<p>FY25: Training of staff</p> <p>FY25-FY28: Annual individualized meetings with 9<sup>th</sup> grade students and guidance counselors</p> <p>FY25-28: Annual individualized progress monitoring meetings with students in grades 10-12</p>	Years 1-4
Vocational programs with room for growth in the area of co-op, will look to increase co-op enrollment from the prior year through expansion of industry partnerships.		In progress		Vocational Coordinator & Instructors. Explore Co-op Coordinator in Future Planning Model		<p>FY24 58.7% (Sr. Enrollment)</p> <p>A single student increase in co-op participation in a 12-person program constitutes an 8.3% percent increase in co-op enrollment for the respective program.</p>	Years 1-4
By FY28, 100% of vocational programs will require students to earn a certification or credential associated with their respective vocational program AND will provide opportunities for “real-world” or project-based use.		In progress		Vocational Coordinator	Cost of credential or licensure	<p>FY25: Find Opportunity Gaps</p> <p>FY26-28: Implementation and continued expansion of credentialing and licensure efforts</p>	Years 1-4

The Dual Enrollment and Early College Coordinator will work collaboratively with a team to promote and expand upon early college and dual enrollment opportunities.				Dual Enrollment Coordinator, Academic Coordinator, Guidance Counselors	Cost of Dual Enrollment Courses (if not free or grant funded)	FY24: 9 students (baseline) FY25: 18 students FY26: 27 students FY27: 42 students FY28: 54 students	Years 1-4
Expand upon efforts to consistently create opportunities for students to engage in multicultural experiences, locally and nationally				Administration, Advisors and Staff	ADL	FY25: Reintroduce EF & urban partner FY26: Consider ADL World of Difference FY26-28: Sustain and build	Years 1-4
Literacy Across the Curriculum				Administration	Training Costs	FY25: Staff training and scheduled writing initiative FY26-28: Reflect and calibrate (introduction of tiered approach to include comprehension and presenting)	Years 1-4
100% of 9 <sup>th</sup> grade students will earn their First Aid, CPR, and AED certification as part of the Old Colony Wellness Curriculum				Academic Coordinator	Cost of training staff and credentialing	100% certification rate	Years 1-4
100% of 9 <sup>th</sup> grade students will earn FIT Money Financial Literacy micro-credential				Vocational Coordinator	Cost of training staff and credentialing	100% certification rate	Years 1-4
Review Advanced Placement, ELA, Math, and Science MCAS results and develop lesson plans that close performance gaps identified through item-analysis. Create common assessments for data-driven decision-making and frequent analysis of student learning				Academic Coordinator		MCAS Scores Formative Common Assessment Data	Years 1-4
Increase DESE sub group representation of students enrolled in AP courses and increase mean scores through continued supports, extended time, and partner relationships				Academic Coordinator		AP Scores Enrollment Data Acceleration Academy Attendance	Years 1-4

Identify Lowest Performing students and establish RTI process. Include provide acceleration academies to address learning loss.				Academic Coordinator, Special Services Coordinator		MCAS Data (vertical - 8 <sup>th</sup> & 10 <sup>th</sup> ) Failure rates	Years 1-4
Establish a sub-committee to discuss Chapter 74 Strands 4, 5, and 6 and a mechanism for focused delivery of Employability and Career Readiness (Strand 4); Management and Entrepreneurship Knowledge (Strand 5); and Technology Literacy Knowledge and Skills (Strand 6) aligned with the updated frameworks				Administrative Team and Teaching Staff			Year 1
Research Portrait of Graduate Program for implementation by the district				Administrative Team			Year 1

**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**

<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				
All faculty will update unit plans, essential questions, and assessments for scope and sequence aligned with state standards		ongoing		Administrative Team, OC Faculty	Time for planning and collaboration	Program of Studies with links to Scope and Sequence and Common Assessments	Years 1-4
Develop a Response to Intervention (RTI) Process to address struggling students, ensure consultation with support staff, and use of data-driven interventions (include training on modification of instruction and content)				Special Services Director		MCAS Data (vertical - 8 <sup>th</sup> & 10 <sup>th</sup> ) Failure rates Student growth and performance Common Assessments	Years 1-4
Provide opportunities and training for faculty to participate in Literacy Across the Curriculum with confidence and competence				Administrative Team, OC Faculty		FY25: Training and Implementation of Writing Initiative	Years 1-4
Provide staff with training to support social emotional learning, cultural competency, and global citizenship for the Old Colony Community				Administrative Team, Counseling Staff, OC Faculty	Cost of ADL Program & Consultants	ADL World of Difference Urban/Suburban Exchange Embedded Curriculum Development	Years 1-4
Provide time and training for faculty to explore the use of data to drive the closing of performance gaps				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 1-4

Organization of Staff Meetings to model strong lessons and ensure delivery of meaningful topics. Include opportunities to hear student voice and to discuss policies that impact student and staff well-being.				Administrative Team, Staff, Students		Utilization of pre-meeting stakeholder insights and post-meeting feedback surveys to gauge successes and make adjustments	Year 1-4
Establish a communication and transition process for students following prolonged absences to ensure successful reentry.				Administrative Team, Staff, Students		Surveys and statistics relative to success of reentry	Year 1-4
Provide an overview of the MyCAP process for communication with staff for delivery at the beginning of each school year.				Administrative Team and MyCAP planning team		Annual review of program overview	Years 1-4

**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.**

<b>Action Step</b>	<b>Progress of Implementation</b>			<b>Responsible Party</b>	<b>Financial Resources</b>	<b>Performance/Assessment Measures</b>	<b>Timeline</b>
	<b>Completed</b>	<b>In Progress</b>	<b>Pending</b>				
Old Colony will utilize the “first days” of the school year to establish staff-student relationships with a focus on connection and creating connections through a Club/Athletic Fair.		Ongoing		Staff and students		Student identification exercise at September/October staff meeting	Years 1-4
Expand upon Summer Discovery and Adult Education Programming to continue outreach efforts and maintain strong connection within sending communities.		Ongoing		Administrative Team Stakeholders  Consideration of Adult Ed Director		FY25 & FY26: Introduction of Round 8 CTI Program to target Carpentry and Welding cohorts.	Years 1-2
Implement school-wide survey to be distributed 3x annually to students, staff, and families, to measure connectedness and culture				Administrative Team Counseling Staff Teaching Staff Students		Allow allotted time and an explanation of why the survey is being distributed. Distribution and comparison of survey results to be followed by intervention.	Years 1-4
Invite the Wellness Committee to discuss potential structure for wellness efforts in early FY25.				Administration and Staff	Grant Funding	<ul style="list-style-type: none"> <li>Consider Journaling and Meditation Pilot</li> </ul>	Years 1-4
Enroll in ADL World of Difference Peer Training Program				Assistant Principal	General Budget	Train 25 student leaders annually using the World of Difference Model	Years 1-4



Increase opportunities for staff-student exchange beyond the classroom (i.e. camping trips, travel, cultural exchanges, etc.)				Administration Staff Students		EF Tours Exchange Programming Community Service	Years 1-4
Improve communication with families with 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 1-4
Maintain assemblies per cycle		Lay out a schedule for assemblies		Collective		Student surveys Student outcomes and agency Staff feedback and surveys	Years 1-4
Maintain opportunities to celebrate industry partners and students entering the workforce with Spring Industry Signing Day				Vocational Coordinator		Participation from industry partners	Years 1-4
Introduce Social Emotional and Self Care component to Cougar Time or a homeroom period. Include offerings specific to college and career planning (vocational program exploration, college/industry partner visits, scholarships, SAT prep, college applications, BCC orientation, dual enrollment)				Administration Counseling Staff Instructors SRO		Student surveys Year 1: Cougar Time Year 2: Homeroom	Years 1-4
SBIRT is a confidential, brief interview that will take place between trained counselors and 9 <sup>th</sup> grade students to identify substance related risks and offer education to introduce resources and support services.				SBIRT-Trained Counselors		Associated Data	Years 1-4
Signs of Suicide (SOS) is a program that will identify 9 <sup>th</sup> grade students who are at risk and offer resources and support to students and their families.				Counseling Staff		Associated Data	Years 1-4

Implement a program to assist a select number of students with transition-focused goals before and after school and during the summer. The program is designed to increase student's self-advocacy and social skill development.				Counseling Staff	Grant Funding Year 1	Surveys Participation Data	Years 1-4
Implement a Peer Mentorship and Leadership Program. The school adjustment counseling staff will work closely with the administration team to develop Humanistic, psychoeducational and Stoic based practices within the Peer Mentorship and Leadership Groups such as The White Mountain Hiking Experience and onboarding of new students via the New Student Orientation Program.				Administration, Counseling Staff, Students, and Advisors	Grant Funding Year 1		Years 1-4
Crisis Prevention Training from the Crisis Prevention Institute (CPI) will be offered a minimum of twice annually by our in-house training for staff interested in securing the certification.				Administration CPI Trainer			Years 1-4
CPR, First Aid, and CPR Training will be offered annually by trained internal staff for staff interested in securing the certification.				Administration CPR, First Aid, and AED Trainers			Years 1-4
Explore the addition of a Homeroom period to ensure a touchpoint for students, especially those without open access to Cougar Time.				Administration Staff Students		FY25 Establish a Committee to Explore FY26 Potential Implementation Review Impact	Year 1 Year 2 Years 3-4

Start an Active Minds Chapter to address Mental Health Stigma				Students		FY25	Year 1
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**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				
Old Colony will collaborate with PMA Consultants and HMFH Architects as part of the MSBA Feasibility Study.				All Stakeholders		<p>Timelines are estimates</p> <p><u>May – September 2024</u> Educational Program Finalized Preliminary Design Program</p> <p><u>September 2024 – February 2025</u> Preferred Schematic Report February 2025 MSBA Board</p> <p><u>March 2025 – October 2025</u> Schematic Design (SD) Period MSBA Board approval of SD &amp; issuing of the Project Scope and Budget Agreement October 2025 Target</p> <p><u>Fall 2025</u> District approval and vote</p> <p><i>Please visit <a href="https://oldcolony.us/msba-information">https://oldcolony.us/msba-information</a> for the most up to date information. Additional forecasting will be shared as the project progresses.</i></p>	Years 1-2
Determine Chapter 74 plans for future renovation/new build through continued collaboration with advisory boards and industry partners.				Administrative Team Advisory Boards Industry Partners Instructors			Years 1-4

Develop an internal leadership pipeline				Administrative Team	Identify staff for MAVA Leadership I & II programs (and other leadership programs)  Explore Research for Better Teaching	Years 1-4
Expand Vocational Offerings				Administrative Team	Plumbing, HVAC, Dental Assisting, BioTech, and other programs that may support movement toward gender equity in enrollment and program offerings	Years 2-4
Study scheduling models to maximize budgetary impacts of potential expanded enrollment				Stakeholders		Years 2-4
Support onboarding of all new staff				Business Manager Administrative Team and Mentoring Staff	Research and refine structures and processes using monthly markers and personalized mentoring programs  Examine funding structure and training processes at all levels  Examine models for differentiation between vocational and academic instructors at the teacher level	Years 1-4
Explore implications of moving to a true 1:1 technology model				Business Manager Administrative Team Technology Director Teaching Staff	Year 1 & 2: Explore costs, staffing needs, and technology options  Year 3: Introduce 1:1 pilot with incoming freshman class  Years 4: Introduce 1:1 with each incoming class through spiral planning	Years 1-4