



NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

VISITING TEAM REPORT

Greater New Bedford Regional Vocational Technical High School

1121 Ashley Boulevard
New Bedford, MA 02745 USA

James O'Brien
Superintendent-Director

Lisa Koczera
*NEASC Steering Committee Co Chair
Self-Study Coordinator*

Maciel Pais
*NEASC Steering Committee Co Chair
Self-Study Coordinator*

<p>Kathy Conole New England Association of Schools and Colleges, Inc. <i>Educational Consultant Chair</i></p>	<p>Carol Olsen New England Association of Schools and Colleges, Inc. <i>Educational Consultant Assistant Chair</i></p>
--	---

October 15, 2019 - October 18, 2019

STATEMENT ON LIMITATIONS

THE DISTRIBUTION, USE, AND SCOPE OF THE VISITING TEAM REPORT

The Committee on Technical and Career Institutions of the New England Association of Schools and Colleges considers this visiting team report to be a privileged document submitted by the Committee on Technical and Career Institutions of the New England Association of Schools and Colleges to the principal of the school/center and by the principal to the state department of education. Distribution of the report within the school/center community is the responsibility of the school/center principal. The final visiting team report must be released in its entirety within sixty days (60) of its completion to the superintendent, school board, public library or town office, and the appropriate news media.

The prime concern of the visiting team has been to assess the quality of the educational program at this school/center in terms of the Committee's Standards for Accreditation. Neither the total report nor any of its subsections is to be considered an evaluation of any individual staff member but rather a professional appraisal of the school/center as it appeared to the visiting team.

STANDARDS FOR ACCREDITATION

The Committee on Technical and Career Institutions Standards for Accreditation serve as the foundation for the accreditation process and by which accreditation decisions are made. The seven Standards are qualitative, challenging, and reflect current research and best practice. The Standards, written and approved by the membership, establish the components of schools/centers to ensure an effective and appropriate focus on teaching and learning and the support of teaching and learning.

Teaching and Learning Standards

Core Values and Expectations

Curriculum

Instruction

Assessment

Support Standards

Culture and Leadership

Student Services and Support

School Finance and Community Relations

CORE VALUES AND EXPECTATIONS

Teaching and Learning Standard

Effective schools/centers identify their mission, core values, and beliefs about learning that function as explicit foundational commitments to students and the community. Mission, core values and beliefs manifest themselves in age appropriate, researched-based, school-wide 21st century learning expectations. Every component of the school/center is driven by the mission, core values, and beliefs and supports all students' achievement of the school/center's learning expectations.

1. The school/center community engages in a collaborative and inclusive process to identify and commit to its mission, core values, and beliefs about learning.
2. The school/center has challenging and measurable learning expectations for all students which address career, academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school/center-wide analytic rubrics, which define targeted high levels of achievement.
3. The school/center's mission, core values, beliefs, and learning expectations are actively reflected in the culture of the school/center, drive curriculum, instruction, and assessment in every classroom, and guide the school/center's policies, procedures, decisions, and resource allocations.
4. The school/center regularly reviews and revises its mission, core values, beliefs, and learning expectations based on current research, multiple data sources, as well as district and school/center community priorities.
5. The school/center's mission, core values, beliefs, and learning expectations are widely displayed throughout the facility, on the website, and in all handbooks.

CURRICULUM

Teaching and Learning Standard

The written and taught curriculum is designed to result in all students achieving the school/center's 21st century expectations for student learning. The written curriculum is the framework within which a school/center aligns and personalizes its learning expectations. The curriculum links expectations for student learning to instructional and assessment practices. It includes a purposefully designed set of learning opportunities that reflect the school/center's mission, core values, beliefs, and learning expectations. The curriculum is collaboratively developed, implemented, reviewed, and revised based on analysis of student performance and current research.

1. The curriculum is purposefully designed to ensure that all students practice and achieve each of the school/center's learning expectations.
2. The curriculum is written in a common format that includes:
 - units of study with essential questions, concepts, content, and skills
 - the school/center's learning expectations
 - developmentally appropriate instructional strategies
 - a variety of developmentally appropriate assessment practices.
3. The curriculum emphasizes depth of understanding and application of knowledge at the appropriate developmental levels through:
 - inquiry and problem-solving
 - exploration and creativity
 - higher order thinking
 - collaboration and communication
 - cross-disciplinary learning
 - authentic learning opportunities both in and out of school/center
 - informed use of technology.
4. There is clear alignment between the written and taught curriculum.
5. Effective curricular coordination and vertical articulation exist between and among all areas within the school/center.
6. The curriculum is supported by sufficient staffing levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs, and other developmentally appropriate learning opportunities.
7. Curriculum is developed, evaluated, and revised using assessment results and current research.
8. Program Advisory Committees are effectively utilized to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan; and review both the technical and academic curricula. (Their agendas/minutes are maintained on file.)
9. Technical programs are competency-based education identifying specific duties and tasks.
10. Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements.

INSTRUCTION

Teaching and Learning Standard

The quality of instruction is the single most important factor in students' achievement of the school/center's 21st century learning expectations. Instruction is responsive to student needs, deliberate in its design and delivery, and grounded in the school/center's mission, core values, beliefs, and learning expectations. Instruction is supported by research in best practices. Teachers are reflective and collaborative about their instructional strategies and collaborative with their colleagues to improve student learning.

1. Teachers' instructional practices are continuously examined to ensure consistency with the school/center's mission, core values, beliefs, and learning expectations.
2. Teachers' instructional practices support the achievement of the school/center's learning expectations, as evidenced by:
 - personalizing and differentiating instruction
 - engaging students in cross-disciplinary learning
 - engaging students as active learners
 - emphasizing inquiry, problem-solving, and higher order thinking
 - applying knowledge and skills to authentic tasks
 - emphasizing communications skills
 - providing feedback
 - engaging students in self-assessment and reflection
 - integrating technology.
3. Teachers adjust their instructional practices to meet the needs of each student by:
 - using formative assessment
 - strategically differentiating
 - purposefully organizing group learning activities
 - providing additional support and alternative strategies within the regular classroom.
4. Teachers, individually and collaboratively, improve their instructional practices by:
 - using student achievement data from a variety of formative and summative assessments
 - examining student work
 - using feedback from a variety of sources, such as including students, other teachers, supervisors and parents
 - using feedback from a variety of sources
 - examining current research
 - engaging in professional discourse focused on instructional practice.
5. Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.
6. All technical programs provide safety instruction, instruction in hazardous chemical awareness (safety data sheets), and written and applied safety testing.

ASSESSMENT

Teaching and Learning Standard

Assessment informs students and stakeholders of progress and growth toward meeting the school/center's 21st century learning expectations. Assessment results are shared and discussed on a regular basis to improve student learning. Assessment results inform teachers about student achievement in order to adjust curriculum and instruction.

1. The professional staff continuously assesses whole-school and individual student progress in achieving the school/center's learning expectations.
2. The school/center's professional staff communicates:
 - individual student progress in achieving the school/center's learning expectations to students and their families
 - the school/center's progress in achieving the school/center's learning expectations to the school/center community and stakeholders.
3. Teachers communicate to students the learning expectations and the unit-specific learning goals to be assessed.
4. Teachers, individually and collectively, employ a range of assessment strategies, including formative and summative assessments.
5. Teachers provide specific and timely feedback to ensure students revise and improve their work.
6. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning.
7. Teachers and administrators, individually and collaboratively, examine a range of evidence of student learning for the purpose of improving instructional practice.
8. A systematic program review is conducted periodically to guarantee effective program design.

CULTURE AND LEADERSHIP

Support Standards

The school/center culture is equitable and inclusive, and it embodies the school/center's foundational mission, core values, beliefs, and expectations about student learning. The culture is characterized by reflective, collaborative, and constructive dialogue about researched-based practices that support high expectations for teaching and learning. The leadership of the school/center fosters mutual respect and a safe, positive culture by promoting citizenship, learning, and shared leadership that engages all members of the school/center community in efforts to improve teaching and learning.

1. The school/center community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all.
2. The school/center is equitable, inclusive, and fosters heterogeneity by using student grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school/center.
3. In order to improve student learning through professional development, the principal and professional staff:
 - engage in professional discourse for reflection, inquiry, and analysis of teaching and learning
 - use resources inside and outside of the school to maintain current with best practices
 - dedicate formal time to implement professional development
 - have a planned orientation program for new staff
 - apply the skills, practices, and ideas gained in order to continually improve curriculum, instruction, and assessment
 - ensure that all faculty and staff meet state and local certification requirements.
4. Research-based evaluation and supervision processes that focus on improved student learning are used to evaluate the performance of the administration, faculty, and staff.
5. The organization of time supports research-based instruction, professional collaboration among teachers, and the learning needs of all students.
6. The principal/director, working with other building leaders, provides instructional leadership that is rooted in the school/center's mission, core values, beliefs, and learning expectations.
7. All members of the school/center community feel welcome at the school/center and have opportunities for school/center improvement.
8. Teachers exercise initiative and leadership essential to the improvement of the school/center and to increase students' engagement in learning.
9. The work, contributions, and achievements of students and school/ center personnel are regularly acknowledged and celebrated and appropriately displayed throughout the school/center.
10. The school committee, superintendent, and principal/director are collaborative, reflective, and constructive in achieving the school/ center's learning expectations.
11. The principal/director has sufficient decision-making authority to lead the school/center.
12. Current written policies and procedures are readily available to all personnel and to the public.

13. A written school/center improvement plan with measures of accountability has been implemented.
14. Students are provided opportunities for student government/leadership.
15. The school/center's calendar is designed to ensure minimal disruption of the school's educational program.
16. The school/center encourages non-traditional careers for students and supports gender equity in all programs.

STUDENT SERVICES AND SUPPORT

Support Standards

Student learning and well-being are dependent upon appropriate sufficient support. The school/center is responsible for providing an effective range of coordinated programs and services. These resources enhance and improve student learning and well-being and support the school/center's mission, core values, and beliefs. Student services and support enable each student to achieve the school/center's 21st century learning expectations.

1. All students have an equal opportunity to achieve the school/center's learning expectations.
2. The physical areas provided for student support services are appropriate for the particular service and ensure privacy and confidentiality.
3. The school/center maintains all student, alumnae, administrative, and personnel records in a confidential and secure manner consistent with federal, state, and local laws or regulations.
4. School/center counseling services have access to an adequate number of certified/licensed personnel and support staff who:
 - provide academic, career, and personal counseling
 - deliver a written, developmental program
 - engage in individual and group meetings with students
 - deliver collaborative outreach and referral to community and area mental health agencies and social service providers
 - provide preventative health services and direct intervention services including emergency care
 - conduct ongoing student health assessments
 - inform faculty and staff of medical conditions of their students when appropriate
 - securely maintain student health records
 - use ongoing, relevant assessment data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.
5. The school/center ensures that students have access to educational media services that are integrated into curriculum and instructional practices. There are an adequate number of personnel and support staff who
 - are actively engaged in the implementation of the school/center's curriculum
 - provide a wide range of materials, technologies, and other information services in support of the school/center's curriculum
 - are responsive to students' interests and needs in order to support independent learning
 - conduct ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.
6. Support services for identified students, including special education, Section 504 of the Federal Rehabilitation Act of 1973, and English language learners, have an adequate number of certified/licensed personnel and support staff who:
 - collaborate with all teachers, counselors, targeted services, and other support staff in order to achieve the school/center's learning expectations
 - provide inclusive learning opportunities for all students
 - perform ongoing assessment using relevant data, including feedback from the school/center community, to improve services and ensure each student achieves the school/center's learning expectations.

7. The institution has a published Information Resources and Responsible Use policy which is consistent with its mission.
8. An adequate method of student record keeping is in place and individual student files include the following:
 - Attendance
 - Technical competency assessment
 - Academic achievement
 - Test results
 - Individual Education Plan or 504 Plan as appropriate
 - Safety test documentation
 - Industry recognized certifications attained.
9. Graduate follow-up studies are conducted and the resultant data is shared with staff to assist with program and curriculum development.
10. An assessment system is available to assist students with the identification of career aptitudes and interests.
11. The school/center has a comprehensive safety/crisis response plan that ensures:
 - Students, faculty and staff are trained to assist with emergency situations
 - A written crisis intervention plan has been developed and implemented
 - Evacuation procedures are widely publicized, and regularly scheduled drills are held and results documented.
12. Written admissions policy identifies enrollment criteria for students as well as the process for determining student enrollment allotments, if appropriate, from participating/sending schools/centers.
13. Student transportation is scheduled to ensure that all students will arrive and depart from the school/center with minimal loss of time on task.
14. Residential Program creates and maintains an environment that allows students to learn and practice independent and community living skills.
15. Residential Program provides a safe, secure, clean, and attractive physical and social living environment for students that is appropriate to their varied needs and levels of maturity.

SCHOOL FINANCE AND COMMUNITY RELATIONS

Support Standards

The achievement of the school/center's mission, core values, beliefs, and learning expectations requires active community, governing board, and parent/guardian advocacy. Through dependable and adequate funding, the community provides the personnel, resources, and facilities to support the delivery of curriculum, instruction, programs, and services.

1. The community and the district's governing body provide dependable funding for:
 - a wide range of school/center programs and services
 - sufficient professional and support staff
 - ongoing professional development and curriculum revision
 - a full range of technology support, including personnel and infrastructure
 - sufficient equipment for CTE and academic programs
 - sufficient instructional materials and supplies
 - a learning environment that supports high levels of learning for all.
2. The school/center community develops, plans, and funds programs to ensure:
 - the replacement of equipment, the maintenance and repair of facilities and equipment, and thorough and routine cleaning of the facility
 - adequate network infrastructure and technological peripherals
 - school/center's plant is effectively and efficiently ventilated, heated, and lighted.
3. There is sufficient funding to ensure the school/center implements a long-range plan that addresses and supports:
 - programs and services
 - enrollment changes and staffing needs
 - capital improvements to protect the financial investment of the site and buildings.
4. Faculty and building administrators are actively involved in the development and implementation of the budget.
5. The school/center site/facility supports and enhances all aspects of the educational program and is maintained to meet all applicable federal, state, and local laws, and are in compliance with local fire, health, and safety regulations.
6. Appropriate school/center transportation procedures are in place to ensure the safety of the students and in compliance with all federal, state, and local laws and regulations.
7. The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school/center.
8. The school/center develops productive career and technical advisory, community, business, and higher education partnerships to support student learning.
9. Records of all funds collected and disbursed in connection with any part of the school/center's program are kept in an accurate and systemic form
10. Funds collected are properly safeguarded.
11. The governing board and the administration exercise control over all financial operations. An appropriate

system of checks and balances is in place to ensure integrity in the collection and disbursement of all school/center funds.

12. Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

Introduction

Introduction

The New England Association of Schools and Colleges (NEASC) is the oldest of the six regional accrediting agencies in the United States. Since its inception in 1885, the Association has awarded membership and accreditation to those educational institutions in the six-state New England region who seek voluntary affiliation.

The governing body of the Association is its Board of Trustees which supervises the work of four Commissions: the Commission on Institutions of Higher Education (CIHE), the Commission on Independent Schools (CIS), the Commission on Public Schools which is comprised of the Committee on Public Secondary Schools (CPSS), the Committee on Technical and Career Institutions (CTCI), and the Committee on Public Elementary and Middle Schools (CPEMS), and the Commission on International Education (CIE).

As the responsible agency for matters of the evaluation and accreditation of public secondary school member institutions, CTCI requires visiting teams to assess the degree to which the evaluated schools align with the qualitative Standards for Accreditation of the Committee. Those Standards are:

Teaching and Learning Standards

Core Values and Expectations

Curriculum

Instruction

Assessment

Support of Teaching and Learning Standards

Culture and Leadership

Student Services and Support

School Finance and Community Relations

The accreditation program for career and technical schools involves a threefold process: the self-study conducted by the local professional staff, the on-site evaluation conducted by the Committee's visiting team, and the follow-up program carried out by the school/center to implement the findings of its own self-study, the valid recommendations of the visiting team, and those identified by the Committee in the follow-up process. Continued accreditation requires that the school/center be reevaluated every ten years by a full visiting committee, five years later with a focused visiting committee, and that it show continued progress addressing identified needs.

Preparation for the Accreditation Visit - The School Self-Study

A steering committee of the professional staff was appointed to supervise the myriad details inherent in the school's self-study. At Greater New Bedford Regional Vocational Technical High School, a committee of ten members, including the principal, supervised all aspects of the self-study. The steering committee assigned teachers and administrators in the school to appropriate subcommittees to determine the quality of all programs, activities, and facilities available for young people. In addition to faculty members, the self-study committees included students, parents, central office professionals, school The self-study of Greater New Bedford Regional Vocational Technical High School extended over a period of 12 school months from September 2018 to September 2019. The visiting team was pleased to note that students, community representatives, parents, and school committee members joined the professional staff in the self-study deliberations.

Technical and career schools evaluated by the Committee on Technical and Career Institutions must complete appropriate materials to assess their alignment with the Standards for Accreditation and the quality of their educational offerings in light of the school's core values, beliefs, and learning expectations, and unique student population. Using the Self-Study Guides developed by a representative group of New England educators and approved by the Committee, Greater New Bedford Regional Vocational Technical High School was able to reflect on the concepts contained in the Standards for Accreditation. These materials provided discussion items for a comprehensive assessment of the school by the professional staff during the self-study.

It is important that the reader understand that every subcommittee appointed by the steering committee was required to present its report to the entire professional staff for approval. No single report developed in the self-study became part of the official self-study documents until it had been approved by the entire professional staff.

The Process Used by the Visiting Team

A visiting team of twenty-seven (27) members was assigned by the Committee on Technical and Career Institutions to evaluate GNBRVTHS. The visiting team members spent four days in New Bedford, reviewed the self-study documents which had been prepared for their examination, met with administrators, teachers, other school and system personnel, students and parents, shadowed students, visited classes, and interviewed teachers to determine the degree to which the school aligns with the Committee's Standards for Accreditation. Since the members of the visiting team represented classroom teachers, technical program teachers, guidance counselors, library/media specialists, school administrators, and central office administrators, diverse points of view were brought to bear on the evaluation of Greater New Bedford.

The visiting team built its professional judgment on evidence collected from the following sources:

- review of the school's self-study materials
- 20 hours shadowing 10 students for a half-day
- a total of 110 hours of classroom observation (in addition to time shadowing students)
- numerous informal observations in and around the school
- tours of the facility
- individual meetings with 35 teachers about their work, instructional approaches, and the assessment of student learning
- group meetings with students, parents, school and district administrators, and teachers

Each conclusion in the report was agreed to by visiting team consensus. Sources of evidence for each conclusion drawn by the visiting team are included with each Indicator in the Standards sections of the report. The seven Standards for Accreditation reports include commendations and recommendations that in the visiting team's judgment will be helpful to the school as it works to improve teaching and learning and to better align with Committee Standards.

This report of the findings of the visiting team will be forwarded to the Committee on Technical and Career Institutions which will make a decision on the accreditation of Greater New Bedford Regional Vocational Technical High School.

The Team consists of the following teams:

Standard 1 - Core Values & Expectations (**Heather McCall**, Valerie Wlodyka)

Standard 2 - Curriculum (**Vicki Poulin**, Valerie Rector, Brendan Welch, Christopher Kelly)

Standard 3 - Instruction (**Kate La Riviere**, Christopher Waterworth, Shannon Spinosa)

Standard 4 - Assessment (**Jessica Huttig**, Michael Gumpp, Lucas Olivier, John Taylor)

Standard 5 - Culture & Leadership (**Michael Cournoyer**, Thomas Cavanaugh, Katie Berry, Elisabeth DeJoseph, Christopher Faucher)

Standard 6 - Student Services & Support (**Katie Berry**, **Elisabeth DeJoseph**, Valerie Rector, Michelle Ring)

Standard 7 - School Finance & Community Relations (**Thomas Cavanaugh**, Michael Cournoyer, Katie Berry, Elisabeth DeJoseph, Heather McCall)

English Language Arts (**Kate La Riviere**, Valerie Rector)

English Language Learning (**Valerie Rector**, Kate La Riviere)

Literacy (**Kate La Riviere**, Valerie Rector)

Health/ Physical Education (**Michael Cournoyer**, Jessica Huttig)

Mathematics (**Michael Gumpp**, Jessica Huttig)

Science (**Jessica Huttig**, Michael Gumpp)

Social Studies (**Brendan Welch**)

Design/Visual Communications - (**Carol Olsen**, Brendan Flynn)

Media Technology (**Brendan Flynn**, RoseAnn Vaughan)

Business Management/Office Technology (**Valerie Wlodyka**, Brendan Welch)

Cosmetology (**John Taylor**, Heather McCall, Michelle Ring)

Fashion Technology/Marketing & Entrepreneurship (**Valerie Wlodyka**)

Carpentry (**Thomas Cavanaugh**, Christopher Kelly)

Electricity (**Christopher Kelly**, Thomas Cavanaugh)

HVAC and Refrigeration (**Christopher Faucher**, Lucas Olivier)

Plumbing (**Lucas Olivier**, Christopher Faucher)

Sheet Metal/Welding (**Lucas Olivier**, Christopher Waterworth)

Stationary Engineering (**Christopher Faucher**)

Early Childhood and Care (**Michelle Ring**, John Taylor, Heather McCall)

Dental Assisting (**Maureen Johnson**, Shannon Spinosa)

Certified Nursing Assistant (**Vicki Poulin**, Maureen Johnson, Shannon Spinosa)

Medical Assisting (**Shannon Spinosa**, Maureen Johnson, Vicki Poulin)

Culinary Arts (**Heather McCall**, John Taylor, Michelle Ring)

Information Support Services and Networking (**RoseAnn Vaughan**, Brendan Flynn)

Programming and Web Design (**Brendan Flynn**, RoseAnn Vaughan)

Computer Aided Drafting and Design Manufacturing (**John Hoyle**, Christopher Waterworth)

Mechanical Design and Engineering Technology (**Christopher Waterworth**, John Hoyle)

Manufacturing/Machine Tool/Precision Machining Technology (**Christopher Waterworth**, John Hoyle)

Legal and Protective Services (**Brendan Welch**)

Auto Collision Repair and Refinishing (**Gabe Coutinho**, Michael Gumpp)

Automobile Technology (**Gabe Coutinho**, Michael Gumpp)

Diesel/Heavy Equipment (**Gabe Coutinho**, Michael Gumpp)

Community Profile

Community Profile

Greater New Bedford Regional Vocational Technical High School is a public, four-year, vocational-technical high school for young men and women. With an enrollment of over 2,100 students, GNBVRT is one of the largest vocational-technical high schools in Massachusetts. It serves the communities of New Bedford, Dartmouth, and Fairhaven, Massachusetts.

The City of New Bedford is located on the south coast of Massachusetts and has a proud history. It boasts a diverse community, with rich cultural and ethnic populations. The town of Dartmouth is just west of the city, while Fairhaven is to the east. The majority of students at GNBVRT are from the city; 77% reside in New Bedford. Dartmouth residents make up 15% of the student population, while Fairhaven students comprise 8% of the school. The specific socioeconomic profiles of each community are as follows:

	New Bedford	Dartmouth	Fairhaven
Total Population	95,315	34,307	16,094
% White	67.2	89.8	89.5
% Hispanic/Latino	20	2.9	1.9
% Black/African American	6.1	2.7	0.5
% Two or more races	4	3	1.5
% Asian	1.6	3	4.8
Education			
% High School Diploma or higher	74	84.5	89.2
% Bachelor's Degree or higher	17.1	30.9	30
Income			
Median Household Income	\$40,626	\$74,742	\$62,090
Median Home Value	\$211,500	\$329,900	\$270,800
% Living in Poverty	23.1	8.2	9.1

Total enrollment for the 2018-2019 school year was 2,140 students. Of these, 1,644 were from New Bedford, 330 from Dartmouth, and 166 from Fairhaven. Students with disabilities represent 10.8% of the student body, high needs students are 46.9%, and economically disadvantaged students are 37.9% of the population. As of October 1, 2018, 231 students had an Individual Education Plan, while 90 had 504 Accommodation Plans.

The student body is 63.3% white, 22.6% Hispanic/Latino, 8.3% African-American, and 4.3% multi-race/non-Hispanic. Asian students make up 0.9% of the population.

Enrollment has been fairly stable for the past five years, ranging from a high of 2,171 students in 2015 to a low of 2,119 in 2014. Since 2010, the average enrollment has been 2,144 students. Given the school's capacity and the number of applications received each year, it is anticipated that enrollment will remain steady in the foreseeable future.

Per pupil spending at GNBVRT was \$19,790 for the FY2018 school year, while the state average was \$16,465.

Children living in the sending communities have access to a variety of local educational institutions, from public and private K-12 schools to Bristol Community College and UMass Dartmouth. The town of Dartmouth has three elementary schools, a middle school, and a high school. Fairhaven has three elementary schools, a middle school, and a high school. New Bedford has twenty-two elementary schools, three middle schools, and a large high school. The area also has several elementary parochial schools, and one parochial high school, Bishop Stang, located in Dartmouth. Students in the sending communities also have the option to attend Bristol County Agricultural High School. The middle schools of the three districts are feeder schools to GNBRVT (grades 9-12), though transfers are also accepted from the area high schools when space permits.

In FY18, sending communities allocated their dollars for education in the following way:

	New Bedford	Dartmouth	Fairhaven
FY18 Total Budget	\$324,713,711	\$83,234,213	\$46,085,074
FY18 District School Funding (% of total budget)	\$130,950,000 (40%)	\$41,915,606 (50%)	\$20,062,696 (43%)
FY18 Voc-Tech Assessment (% of total budget)	\$5,394,607 (1.7%)	\$4,331,726 (5%)	\$2,141,171 (4.5%)

The student leaver rate for the 2017-2018 school year was 1.4%, with a two-year average of 1.65%. The 2018 graduation rate was 91.3%. In 2018-2019, the student attendance rate was 96.4%. GNB Voc-Tech has a staff of 339, 232 of which are faculty and administration. In the 2018-2019 school year, the attendance rate for instructional staff was 91%. Following graduation from GNBRVT, 31% of students enrolled in a four-year college, 38% in a two-year college, and 26.4% entered the workforce.

Graduates have been accepted at colleges and universities throughout the country, including Boston University, Bridgewater State University, Bristol Community College, Brown University, Bryant University, Curry College, Embry-Riddle Aeronautical University, Emerson College, Fitchburg State College, Johnson & Wales University, Massachusetts College of Pharmacy & Health Sciences, Massachusetts Maritime Academy, New York University, Pace University, Providence College, Rensselaer Polytechnic Institute, Roger Williams University, Stonehill College, Suffolk University, University of Massachusetts (Amherst, Boston, and Dartmouth), University of Connecticut, University of New Hampshire, University of Northwestern Ohio, Wentworth Institute of Technology, Wheaton College, and Worcester Polytechnic Institute.

During their time at Greater New Bedford Voc-Tech, qualified students are allowed the opportunity to work in their chosen field, through the co-operative education program. The students alternate between school and work on six-day cycles. Cooperating companies hire students as regular employees at pay scales comparable to those of other entry-level employees; students perform similar entry-level tasks.

The Placement Program services students from shop areas where the senior curriculum is either placement or co-op, regardless of co-op eligibility. This program provides students the opportunity to visit sites throughout the community that may be unable to hire for any number of reasons, but have the ability to provide GNBRVT students with a valuable real-world experience.

The following is a sampling of some of the companies that have partnered with GNBRVT in the two programs: ABC Auto Body, Advanced Eye Associates, Alden Buick Mazda, All Saints Catholic School, Ashley Ford, Atrenne Computing Solutions, Better Community Living, Camara's HVAC Services, Catholic Memorial Home, Children's Academy of Marion, City of New Bedford Dept. of Public Infrastructure, Coastal Dental Associates, Coelho Plumbing & Heating, Colonial South Chrysler, Dartmouth Dental, Days of Discovery, F.W. Webb, Fairhaven Shipyard, Fire Systems Inc., Five Star Collision Repair Center, Griffin Electric, Hawthorn Medical, Kiddie Campus, Law Office of Moira Tierney, Lazaro Construction, Luzo Auto Body, MAK Electric LLC, Mechanical Systems & Welding, National Grid, New Bedford Credit Union, New Bedford Police Department, New Bedford Public Schools, New England Dental Specialists, Plumber's Supply, Precix, Inc., Quality Mechanical Systems, Reliable Power Services, Reliable Truss, The Residence at Cedar Dell, Town of Acushnet, Toyota of Dartmouth, Vibra Hospital, and Walgreens Pharmacy.

Eligible students may enroll in Bristol Community College courses to earn college credit while in high school. This statewide program guarantees college credit for Dual Enrollment students attending any Massachusetts State school and can save time and money on a college degree. Eligible high school students may also enroll in college courses at Massachusetts Maritime Academy, to earn college credit while in high school. During the 2018 school year, 32 students participated in dual enrollment at BCC, while 16 enrolled at Mass Maritime. Students are recognized for academic accomplishments through the Renaissance Award program, where a student's overall average each trimester may make them eligible for the Principal's List or other honors. Participation in SkillsUSA and Business Professionals of America gives students the opportunity to showcase their career and vocational prowess. Students may also be recognized in the Artisan Report, which is published monthly and presented at School Committee meetings. Social media outlets such as Twitter, Facebook, Instagram, Snapchat, and Vimeo are also used to publicize and highlight student achievement.

IDENTIFICATION OF CHANGES ENACTED / ACTIONS TAKEN DURING PRIOR ACCREDITATION CYCLE:

Identification of Changes – Previous Cycle

The last decennial visit to Greater New Bedford Regional Vocational Technical High School by a NEASC team was in April 2009. In its comprehensive report, the team gave the school 157 commendations. It made an additional 173 recommendations for improvement. In the Five-Year Focused Visit Report from February 2014, Greater New Bedford Voc-Tech reported that 113 of the recommendations had been completed, 27 were in progress, and 10 were planned for the future. The additional 23 recommendations were either rejected (8) or no action had been taken (15). The status of those in-progress and planned actions, by category, is detailed here.

PHILOSOPHY AND GOALS

RECOMMENDATION (R): Create a standing “Committee on Mission” with rotating membership to periodically review mission, philosophy, and goals.

ACTION (A): A Core Values Team comprised of teachers, administrators, and other staff members were created to develop a statement of Beliefs and Core Values. All staff members were involved in implementation.

EDUCATIONAL PROGRAMS

R: Provide additional training in ELL.

A: Instructors are receiving instruction in ELL through state-mandated SEI training.

R: Explore and expand AP offerings and electives

A: In addition to AP English offerings in Grades 11 and 12, AP courses are now offered in Social Studies (AP European History) and Mathematics (AP Statistics). More options are available to students through Virtual High School.

Collision Repair Technology

R: Install additional downdraft spray booth to meet current and future industry standards.

A: No action has been taken.

Cosmetology

R: Reconfigure space to improve safety and efficiency, and increase the amount of storage space for instructional supplies.

A: No action has been taken.

Dental Assisting

R: Add another fully-equipped radiology room.

A: Existing space was reconfigured, eliminating the need for this.

Diesel Service Technology

R: Increase shop space to alleviate crowding and safety concerns.

A: The related classroom has been moved from the shop area to K Block classroom.

Drafting Technology

R: Maintain an MSDS binder.

A: MSDS binder is updated and maintained.

R: Develop and implement an industry-standard safety test

A: Students are tested for OSHA certification.

R: Develop a plan to restructure the current course to address the anticipated Certificate of Occupational Proficiency (COPS) exam.

A: Not necessary.

Electrical Technology

R: Review and update textbooks to include the use of online references.

A: Instructional materials include on-line resources.

Fashion Design

R: Provide a separate classroom for related instruction with computer access

A: The related classroom is now located in K206.

R: Integrate visual design instruction into the fashion curriculum

A: The program has purchased up-to-date industry software for pattern design

R: Collaborate with the Co-op Coordinator to enhance student job placement.

A: Limited opportunities are available; this is now a 2-year shop.

Health

R: Provide time for 9th and 10th-grade students to be educated about important health issues

A: Health classes are offered to Grade 9 students only

R: Grade students' understanding and comprehension of important health issues

A: Health is now a graded course (not pass/fail). It is a graduation requirement, with a comprehensive curriculum, numerical grading, and a cumulative final exam.

R: Supply computers for the health classroom

A: Health classes are held in various classrooms. Each is equipped with student computer stations.

Machine Technology

R: Purchase floor safety mats.

A: Floor mats are in place throughout the shop.

Mathematics

R: Provide SMART Boards and computer technology in the classroom

A: SMART Boards are in all Mathematics classrooms. Chromebooks are also available for each student.

Metal Fabrication and Joining

R: Introduce the AWS welder certification program starting in Grade 9

A: Students begin working on certification in Grade 9.

R: Provide additional ventilation on the welding side of the shop.

A: Two overhead vents have been added.

Science

R: Establish additional science laboratories to be used exclusively for science instruction.

A: Remodeled classrooms with labs have been in use since Fall 2014, exclusively for science instruction.

Social Studies

R: Implement Advanced Placement (AP) program in Grade 12.

A: AP European History is now offered as an elective for Grade 12 students.

R: Provide opportunities for intra-departmental collaboration to incorporate new technology into instruction.

A: All Social Studies teachers participate in collaborative PLCs two times per cycle.

Student Services

R: Provide weekly meeting times for student services to meet in a formal setting to address student concerns. A:

Members of the department meet regularly.

Student Records

R: Provide adequate space for storage of student records or streamline what is maintained as a cumulative record.

A: All student records are kept in a secure file room. An electronic record is maintained in the password-secure Aspen X2 system.

School Facilities

R: Upgrade the bandwidth of the computer network system

A: Bandwidth upgrades have occurred and continue; there is currently a live 1GB connection.

R: Expand the food service area to provide a station for healthier food choices

A: The cafeteria food services stations have been expanded and reconfigured, and offer a variety of healthy options.

LIST OF SCHOOL/CENTER'S CRITICAL STRENGTHS BY STANDARD

Standard I – Core Values, Beliefs, and 21st Century Learning Expectations

GNBRVT's core values are at the heart of school life. The message is clear and consistent throughout the building.

Student achievement continues to improve, as demonstrated by scores on MCAS tests.

Opportunities for teacher collaboration have been built into the schedule, giving instructors the chance to review data in groups and design lessons and activities to support student learning.

Teachers have received training on High Impact Teacher Teams, where student data is used to determine the effectiveness of instruction and guide adjustments as needed.

Standard II – Curriculum

The curriculum is written in a common format that includes concepts, content, and skills; the school's learning expectations; instructional strategies; and a variety of developmentally appropriate assessment practices.

Standard III – Developing and Implementing Instruction

Academic teachers have common, scheduled collaboration time to review curriculum, design assessments, and share ideas that promote improved student growth and achievement.

Teachers spend a significant amount of time with students before and after school, to provide extra help and to personalize instruction.

Standard IV – Assessment of and for Student Learning

A variety of formative assessments are used to determine student learning, and adjustments to instructional practice are made as needed.

Common collaboration time is used to develop lessons and assessments, some of which are computer-based.

Standard V – Culture and Leadership

Academic and technical programs challenge students to achieve state and industry performance standards and become productive members of society.

Students may participate in customized learning opportunities, such as AP and Honors courses, Virtual High School, and various electives.

The community may access school-related information through the school's website, Twitter, Facebook, and the Artisan Report. Additionally, parents have access to the Aspen X2 system for tracking their child's progress.

Standard VI – Student Services and Support

The inception of the mentor program allows incoming freshmen, and those needing additional supports, to have a peer mentor.

Deborah Harris' workshops have provided essential training in special education, types/categories of disabilities, and the co-teaching model. This has created positive partnerships and working relationships between educators.

Standard VII – School Finance and Community Relations

The budget provides acceptable and sufficient funding for all programs, staffing, professional development, equipment, and facility needs.

The building and grounds are well-maintained. Funding supports improvements to the building and overall campus.

Standard 1 Indicator 1

Narrative Program Summary

The GNRVT school community engaged in a collaborative process to better define their beliefs and expand their core values. Due to recent circumstances in the school and community, the need to clearly articulate and demonstrate the beliefs and core values became the driving force powering all school improvement programs. The administration, under the direction of the forward-thinking superintendent, initiated the collaborative process of creating the new core values and beliefs. Strategic brainstorming sessions were held for teachers, students, administrators, school council, school committee, parents/guardians and community members. The core values of Preparation, Passion, and Perseverance were voted on and they speak to the essence of all that is important at GNRVT. It is the vision of the new administration to build and establish a stronger, more positive school climate by working as a team towards common goals, accepting responsibility to model exemplary behaviors and to treat everyone ethically and morally with integrity and a continual commitment to lifelong learning. All members of the Greater New Bedford community have been directed to ensure that the core values and beliefs become an integral part of the daily activities. The core values and beliefs align with the academic, CVTE, social, and civic competencies and apply to all areas of GNRVT. Information sessions regarding core values and beliefs are an integral part of Freshman Orientation and New Teacher Mentoring programs. The core values and beliefs were adopted by the Greater New Bedford School Committee on March 12, 2018.

The Artisan Revival, a historic school connection, was identified as the foundation to improve the culture and climate of the school and to better define the meaning of vocational technical education in Massachusetts. The visual of the hand, heart, and brain sums up what it is to be a true artisan. The visiting team observed a tremendous amount of passion and excitement with respect to the Artisan Revival concept as modeled by the school's instructional leader, the superintendent, and seen throughout the school as evidenced by printed materials, banners, logos, and pins. The visiting team found this to be an empowering avenue for the school to undertake.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- students
- department leaders
- central office personnel
- school website
- Standard sub-committee

Standard 1 Indicator 2

Narrative Program Summary

Greater New Bedford has created measurable learning expectations for all students. These expectations address career, academic, social, and civic competencies. Daily grading and the general use of the Massachusetts Curriculum Frameworks competencies create measurable learning expectations. The school wide portfolio, which is a graduation requirement, addresses career, academic, social and civic competencies. The expectations are specific and measure the success of individuals utilizing the school wide analytic rubric which includes goals, attendance, competencies, certifications, work samples, and references. During the students' four years at GNRVT, academic and technical staff undertake the process guiding students to fulfill the requirements such as the Freshman career essay, Junior resume and Senior career essay. Students acquire certificates that recognize civic, social, career and academic achievements. A team evaluates the final portfolio prior to graduation, formalizing targeted high expectations.

The grade 9 Exploratory program has developed a rubric for the career and technical programs and is used to evaluate student achievement regarding attendance, preparation, initiative, and safety. This rubric is used to guide the placement of students into their permanent career and technical education program placement.

The instructional staff utilizes rubrics and scoring guides as well as subject specific common assessments throughout their work with students.

Sources of Evidence

- self-study
- student work
- teacher interview
- students
- central office personnel
- Standard sub-committee

Standard 1 Indicator 3

Narrative Program Summary

Greater New Bedford's core values, beliefs, and learning expectations permeate the culture of the school. They have been used to establish a number of new initiatives such as administrative learning walks, the establishment of ELA and math strategy classes, the creation of a trimester yearly schedule, and the addition of course selections. There are visual displays of the core values, beliefs, and learning expectations in the school cafeteria, on the website, and are modeled by faculty and staff. The new mentor program for at-risk 9th-grade students is in its formative stages but aims to provide purposeful relationships between 9th-grade students and specifically trained 12th-grade students. This will continue to be developed to support core values, beliefs and expectations. In particular, there is a focus on formative assessments. There is evidence of common lesson plans in some academic and technical programs. Academic teachers have received high-quality professional training from national experts. The visiting team questioned if this professional training will be extended to technical teachers. Although lesson plans were evident, there was a lack of scope and sequence in most technical programs. A bell schedule change has allowed for additional time for academic teachers to engage in Professional Learning Communities (PLC). There are no Professional Learning Committees in place for CVTE teachers. A newly designed and implemented "centralized tardy detention" program has generated positive change whereby students are held responsible for their attendance and arrival at school as well as the dismissal policy which was implemented to ensure safety for all students. Many of the faculty and staff proudly wear Greater New Bedford school clothing daily.

The core values, beliefs and learning expectations apply to all aspects of school life. It is being embedded into the curriculum, instruction, and assessment as well as being incorporated into the sports teams, clubs, and student organizations.

The visiting team observed that the core values are part of the morning announcements.

The visiting team also learned that these core values and beliefs, though recently, formally accepted, have been evident at varying degrees since the inception of GNBVRT; it is what they are really all about!

It is very apparent that GNBVRT welcomes diversity in their school by embracing differences in culture, language, gender identity and the diversity of learning styles. Students informed the visiting team that this is one of the reasons that they love their school. A visitor senses this welcoming environment the moment they step through the doors!

Sources of Evidence

- classroom observations
- teachers
- students

Standard 1 Indicator 4

Narrative Program Summary

Over a two-year time period, 2016-2018, the GNBVRT school community re-worked their mission statement and prioritized and expanded their core values, beliefs, and learning expectations. The revitalization of the core values and beliefs supports the restorative, forward thinking vision of the new administration. These values are displayed in multiple sources such as emails, official documents, and in classrooms. A newly designed and implemented "centralized tardy detention" program has generated positive change. The issue of attendance is of paramount importance. As one administrator stated, "Regardless of exceptional academic and CVTE programs, if the students are not here, they can not learn". Official data has not been provided or identified at this point but, verbal confirmation confirmed that the school is heading in the right direction.

The new core values and beliefs were used to develop the Strategic Plan and eventually lead to Smarter Goals and student learning targets.

GNBVRT makes extensive use of current research (Saphier and D'Auria), multiple data sources (Renaissance Software, common assessments, technical certification requirements, results of state mandated testing), as well as school community priorities.

The visiting team learned that the school priorities include continuous improvement regarding student attendance, citizenship/discipline, academic and technical education achievement, improved graduation rates, as well as preparation for life after graduation.

Sources of Evidence

- self-study
- teachers
- students
- central office personnel
- school website
- Standard sub-committee

Standard 1 Indicator 5

Narrative Program Summary

A goal and priority for GNRVT is to expand and display the core values throughout the community.

The visiting team observed that the mission statement, core beliefs, and learning expectations are published in all faculty, parent, and student publications. They are also displayed throughout the building, included in the morning announcements, and found on the letterhead, website, social media pages, Artisan Report and the Strategic Plan.

The artistically decorated school van is a mobile tableau of all that is positive about GNRVT. Its visibility throughout the community is an on-going reminder of all that GNRVT has to offer.

Sources of Evidence

- classroom observations

Standard 1 Commendations

Commendation

The successful school-wide commitment, lead by the superintendent, to build a stronger, more positive school culture and climate after a period of tension in many parts of the school community.

Commendation

The re-institution of the Artisan Revival Connection which has had a positive impact on the entire school community by emphasizing the most important aspects of career and technical education.

Commendation

The re-design of the core values, beliefs, and expectations which are showcased throughout the school.

Commendation

Implementation of an exceptional school-wide portfolio initiative which showcases essential elements that demonstrate student readiness for college and/or career.

Commendation

The use of the visibly impressive school van to "transport" GNBRVT's core values throughout the community.

Commendation

The implementation of the new student mentor program which matches at-risk 9th graders with trained upper classmen in a program that is based on research and best practices.

Commendation

The incorporation of the core values into the morning announcements.

Commendation

The implementation of a very successful Professional Learning Communities program for academic teachers to improve instructional practices.

Commendation

The implementation and utilization of the new Centralized Tardy Detention Program which is designed to improve student attendance.

Standard 1 Recommendations

Recommendation

Incorporate the core values, beliefs, and learning expectations into the curriculum, instruction, and assessment of all programs in order to have the greatest positive effect on the school culture.

Recommendation

Continue the collaborative efforts between administration and teachers to further embed core values into curriculum, instruction and culture.

Recommendation

Re-write the portfolio rubric so as to better evaluate the new core values, beliefs, and learning expectations.

Recommendation

Develop and implement strategic methods for staff to use in order to model the core values and beliefs on an ongoing basis.

Recommendation

Create common lesson plans and scope and sequences for the CVTE programs that reflect embedded core values.

Recommendation

Develop a full, four-year program scope and sequence for all CVTE programs to align with the state frameworks in order to identify who is responsible for teaching which skills, in which class, in order to ensure coverage of all strands within the framework.

Recommendation

Annually reflect upon and review the mission statement, core values, beliefs, and learning expectations with all stakeholders utilizing current research, multiple data sources, and school/community priorities.

Recommendation

Provide the technical teachers the opportunity for common planning time and the opportunity to participate in Professional Learning Communities to improve their instructional practices.

Standard 2 Indicator 1

Narrative Program Summary

The curriculum at GNBVRT is purposefully designed to ensure that all students practice and achieve each of the school's learning expectations. The curriculum supports achievement of all students in each academic and technical area, with high quality instruction. The curriculum for the academic programs is closely aligned with the Massachusetts Academic Frameworks. The visiting team observed that academic lessons utilize the Understanding by Design (UbD) approach to curriculum development. This encourages teachers to consider the objectives, expectations and competencies when creating and implementing curriculum units which are scope and sequences for instructors to use for lesson planning. The visiting team questioned why UBD and curriculum maps are not being used in CVTE programs? The majority of CVTE programs do not have scope and sequences which are necessary to guarantee that all competencies in each of the technical frameworks are covered in the program. The Program Advisory Committees (PAC) meet twice a year to review the school's technical curriculum. Academic lesson plans are submitted to department heads and are reviewed each cycle and during department meetings.

Sources of Evidence

- self-study
- panel presentation
- student work
- teacher interview
- teachers
- students
- Program Advisory Committee

Standard 2 Indicator 2

Narrative Program Summary

At GNBVRT, most of the curriculum is written in a common format. This format includes topics, essential questions, concepts, content, daily learning expectations along with formative and summative assessments. CVTE program curriculum includes course guides which outline the course of study complemented by the lesson plan to coordinate learning expectations. Academic programs use a common template for their Curriculum Unit Guides that outline curriculum standards, enduring understandings, essential questions, knowledge, objectives, assessments, resources and materials and vocabulary. Academic instructors use the Understanding by Design (UbD) strategy in curriculum development. The common lesson plan templates are submitted prior to each cycle. The visiting team observed the use of developmentally appropriate instructional strategies in lesson planning as well as a variety of developmentally appropriate assessment practices. Some of the reviewed curriculum emphasized inquiry, problem solving, exploration, creativity, higher order thinking, collaboration, communication, cross-disciplinary learning, informed use of technology, and learning opportunities in and out of the school. Plans are in process to extend these skills to the remainder of the curriculum units.

For example, in the Auto Collision Repair program, grade 9 exploratory students are given the task to design a visual for a metal panel in order to learn the techniques of auto refinishing. Students demonstrate creativity by creating or drawing a design to be painted on a steel panel. Students plan their design and learn the techniques of masking a panel to leave exposed areas that need to be painted. Some completed panels remain on display in the shop. In the senior Engineering and Design area, students were given the task to design and construct a unique truss bridge that could support their combined weight of 2,000 pounds. Given a restricted amount of dimensions and materials, students were tasked to form groups and collaborate and design the construction of four main bridge sections. Teams created blueprints for other teams to use to construct bridge sections. The completed bridge is on display in the shop. In the academic areas, students in a grade 12 Research and Writing class, students were in the process of writing a research paper about a self-selected topic. Students were learning the steps necessary to conduct effective research by exploring topics of interest, and creating their own thesis/argument based on the findings of their research. Students will present their findings; the question and answer segment allows students to dive deeper into discussion of selected topics. Students in a grade 10 history class were observed playing an engaging game of Amendment Bingo designed to increase their depth of knowledge and understanding of that topic.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- student work
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee

Standard 2 Indicator 3

Narrative Program Summary

Based on the tenets of Bloom's Taxonomy, the curriculum emphasizes depth of understanding and application of knowledge at the appropriate developmental levels. GNBVRT provides many in-school, authentic learning opportunities for students during the school day. In addition, some shops provide outside production and co-operative education placement opportunities. The mandated senior portfolio requires cross-disciplinary learning and collaboration and communication between both students and teachers; the students' best work is showcased in the portfolio. Participation in SkillsUSA and Business Professional of America enables students the opportunity to demonstrate informed use of technology as well as authentic learning experiences.

Evidence of cross-disciplinary learning was observed in some CTE programs with respect to embedded academics.

In Dental Assisting, students were working collaboratively on vital signs. Classroom teachers were observed using a wide variety of activities and strategies to encourage students to work on higher-order thinking, and to use technology in an efficient and ethical way using plickers. Other examples of this include Chromebooks in the use of composition in English, designing a flyer/poster in graphics using the art program, and graphing calculators being used to explore quadratic equations in math classes. It was also observed that SEI strategies were being used in many classes. The SEI materials are being differentiated and modified so that students at all developmental levels are able to achieve the same results. Medical Assisting students were interviewed as they returned from their off-campus assignment where they performed office duties. They were excited to share their experiences of the day. Additionally, the Nursing Assisting and science instructors welcomed the visiting team to take part of their lessons. Lastly, an exemplary example of collaboration is the Bears and Books program which is a collaboration between Fashion, Early Childhood and Media Technology to make and distribute teddy bears to children in the community who have gone through a difficult childhood experience. In collaboration with the New Bedford Police Department, students make the bears and distribute them to deserving children.

Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- teachers
- students
- school website
- Standard sub-committee

Standard 2 Indicator 4

Narrative Program Summary

There is an alignment between the written and taught curriculum at GNBVRT. To ensure that all students are receiving an education that aligns with state expectations, lesson plans and unit guides are submitted to the respective principal. Protocols have been developed and implemented to ensure that the written curriculum is being effectively delivered in the classroom. Academic department chairs are expected to review lesson plans and provide feedback to each educator at least twice per trimester. Department chairs conduct mini-observations of three different teachers per week and provide actionable feedback to the teacher related to classroom environment, instructional practices, and student engagement. The district-level administrators for CVTE and academics conduct multiple learning walks (up to 100 per year) to record information measuring four standards listed below: What do students need to know and be able to do? How will we know that they have learned it? What will we do when they haven't learned it yet, or already know it? What will we do when they already know it? Students ask, "What do I do when I haven't learned it yet, or already know it?" Alignment between written and taught curriculum in the CVTE at the school is parallel by necessity, because much of the written curriculum is based on the standards for the students' certifications and diploma. Many staff, students and parents/guardians are unaware of articulation agreements that do exist and the visiting team believes that there are so many more that can be taken advantage of.

Examples of CVTE written curriculum being taught were observed in Medical Assisting where students learned bed making and pulse sites and in Dental Assisting where students practiced patient scenarios. Examples of academic written curriculum topics being taught were students learning the distance formula in math and biology students studying body systems.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- students
- parents
- school leadership

Standard 2 Indicator 5

Narrative Program Summary

GNBRVT uses the District Strategic Plan to effectively coordinate horizontal and vertical articulation between and among all areas within the school. The District Strategic Plan is centered on four guiding principles that apply to all instructional areas of the school. The four guiding principles are:

1. **Students:** To provide students with learning opportunities that prepare them for college, career, and life
2. **Curriculum:** To provide a rigorous curriculum that challenges students to learn and grow
3. **Instruction:** To ensure all students have access to high-quality instruction
4. **Infrastructure:** To provide the systems, tools, and technology to support the district's teaching and learning goals

The District Strategic Plan focuses all departments around common learning outcomes for students throughout the school.

Academic teachers are scheduled within Professional Learning Communities (PLCs) two times per cycle (2x/6 days) to collaborate, co-plan, and execute common assessments for students within the same courses. PLCs have been scheduled to ensure all students have access to a high-quality education that challenges all students to grow. CVTE instructors work within their respective programs to ensure student mastery of vocational/technical skills. It is noted that CVTE teachers have a difficult time finding common planning time to develop course guides and scope and sequences. There are no Professional Learning Communities in place for CVTE programs. At GNBRVT, there is vertical alignment in many areas. For example, the academic curriculum demonstrates that students are learning different skills, topics, and strategies at different grade levels. The academic curriculum is in a process of revision and the school will continue to take vertical alignment into account when revising. In the ELA department, there is a cohesive and strong alignment with teaching the same topics at each grade level and at the same time. For example, all grade 9 classes are currently studying *The Odyssey*, grade 10 is reading *Oedipus*, grade 11 is studying *The Crucible* and grade 12 is reading *Beowulf*.

The lack of scope and sequences and curriculum maps in CVTE programs is a deterrent to achieving vertical curriculum alignment.

Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- teachers
- students

Standard 2 Indicator 6

Narrative Program Summary

The curriculum is supported by sufficient staffing and funding levels, instructional materials, technology, equipment, supplies, facilities, and educational media resources to fully implement the curriculum, co-curricular programs and other learning opportunities. Staffing levels in academic and CVTE programs meet the DESE recommended pupil-teacher ratios, however not in all program content areas. Instructional materials are supplied by academic and CVTE program budgets as well as donations made through the GNBVRT Educational Foundation and outside agencies/vendors that support the CVTE and academic areas.

Academic and CVTE programs have access to equipment and supplies that help implement the curriculum, co-curricular activities, and other learning opportunities. The equipment and supplies are reviewed by department heads, academy administrators, and central administration. All resources including space, subscriptions, furniture etc., are reviewed and determined to fit the needs of the curriculum. That information is reviewed by the academic, CVTE supervisors and the principals and implemented where possible. The space used for most academic and CVTE programs is adequate to implement the curriculum, however, the rooms have become crowded with furniture, and equipment making some rooms less than conducive for learning.

All special education students are fully included in the regular education setting. There are co-taught classes with special and regular education teachers teaching side by side for six days of the six day cycle. There are collaborative classes with special education teachers/staff servicing students every other day (three out of six days/cycle). The visiting team observed the academic enrichment program which occurs from 1:30-2:30 pm only when the students are in the shop. This service is for students who require instruction outside of the regular education setting. These students do not have any available academic support services when they are in academics.

Two full-time teachers provide the ESL instruction with the support of five ELL assistants. ELL students are enrolled in a course called ELL Strategies to give them time for support with their academic coursework. ELLs are supported in their academic classes by the five teaching assistants. One teaching assistant travels to the CVTE areas to provide support for ELLs in those areas. At this point, the ELL staff deems this as a reasonable level of support. The ELL teachers and staff provide consistent, after school, one-on-one tutoring to the ELL students.

Chromebook/computer availability varies from department to department. At this time, GNBVRT is not at a one-to-one ratio for computer access. For example, in ELA, every student has access to a Chromebook each day in class, while in social studies there is still a need for every classroom to have Chromebooks. Over the next three years, the technology budget is being created with funding requested for an additional 240 Chromebooks per year. Many of the CVTE programs have technology resources embedded within their curriculum that directly tie to industry standards in the respective CVTE area. Even with this and Chromebook carts, some of the instructors interviewed by the visiting team stated that this is not enough Chromebooks for the population of the school.

Athletic teams and co-curricular clubs are funded through district appropriation. Forty athletic teams compete at three different levels, freshman, JV, and varsity in accordance with MIAA regulation guidelines. Twenty-nine student clubs are fully staffed with faculty members as advisors and provide students with extra-curricular opportunities. Funding for sports is supplemented by fundraisers, concession stand profits and ticket sales.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- department leaders
- Program Advisory Committee

Standard 2 Indicator 7

Narrative Program Summary

Curriculum is developed, evaluated, and revised using assessment results and current research. At GNBVRT, the curriculum is developed, evaluated and revised on an annual basis led by departmental supervisors. It is revised and aligned using assessment results and the in-put of the Program Advisory Committees. At GNBVRT, curriculum and course guides are developed, evaluated, and revised on an annual basis by the department chair, academic administrator, principal and director of curriculum, instruction, assessment and accountability. Teacher teams, led by their departmental supervisors, align course curriculum with state frameworks and expectations. In CVTE programs, curriculum is designed and developed based upon the required industry skills necessary for employment. The curriculum is discussed with over 450 industry representatives bi-annually at the Program Advisory Committee Nights in October and April. The curriculum is being revised and edited to use google classroom. There are some program exceptions that use Microsoft based on industry standards. The visiting team reviewed evidence of curriculum that has been revised and is currently being revised.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- school board
- department leaders
- school support staff
- Program Advisory Committee

Standard 2 Indicator 8

Narrative Program Summary

Program Advisory Committees are effectively used to recommend program modifications based on the changing industry standards. PACs serve to recommend program modifications, and requests based on recommendations from bi-annually meetings. Agendas and minutes are maintained in program areas and by the CVTE's principals' administrative assistants and the supervising principals office. There is no evidence of the existence a General Advisory Committee per DESE regulations. Academic supervisors make rounds to each PAC meeting to address any questions or concerns. The format of the Program Advisory Committee minutes have the same agenda outline, however, not all programs are consistent with what is discussed. All programs are not within the regulations of Chapter 74 membership requirements. For example, according to DESE guideline, teachers certainly are welcome at PAC meetings but they are not official members of the committee. The visiting team observed that the majority of PACs reviewed did not have a member in the disability category. Feedback from administration and committee members is not documented in minutes. Curriculum is discussed but review of content is not documented in minutes. Overall shape, cleanliness and safety of facility are not discussed in minutes. Policy and procedures of meeting protocols are (attendance, start and stop time, who recording secretary was, who facilitated meeting, actual voted on items, etc.) not recorded in minutes.

Recommendations made at Program Advisory Committee meetings must be recorded, submitted to the appropriate administrator for consideration, addressed by the administrator, and action on that recommendation (whether yes or no) must be reported back to the PAC in a timely manner per DESE regulations.

There was no evidence that this requirement as well as the one dealing with the existence of the General Advisory Committee was being met at GNBRVT.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers
- school board
- school support staff
- Program Advisory Committee

Standard 2 Indicator 9

Narrative Program Summary

CVTE programs are competency-based and identify specific duties and tasks. GNBVRT utilizes a student competency profile, a document that compiles completed student competencies in an Excel spreadsheet based on the MA CVTE frameworks. CVTE lesson plans are based on the Massachusetts CVTE Curriculum Frameworks and are stored with the academy administrators. The Student Competency Profile compiles completed student competencies. Each teacher in each program identifies the competencies the students have covered and assesses the duties and tasks to document student achievement over the time they are in the shop. Each teacher is responsible for recording their students' competency progress on the excel spreadsheet. The competency tracking system is an excel checklist by grade. The competencies are listed and the following key is used:

E - Exposed(**Developing, introduction**)

I - Indirectly Addressed(**not exposed, limited proficiency**)

D - Directly Addressed(**proficient**)

R - Refined(**exemplar, mastery**)

Sources of Evidence

- classroom observations
- self-study
- student work
- teacher interview
- teachers
- parents
- department leaders

Standard 2 Indicator 10

Narrative Program Summary

Instructional programs offered in career fields requiring licensure or certification are designed to prepare students to meet those requirements. All CVTE programs at GNBVRT are aligned to Chapter 74 state frameworks and/or national standards. The school prepares students for licensure, certification or certificates in their respective programs. Not all students in all programs follow through with licensure or certification process. Interviews with students and staff determined that is often the result of costs associated with the licensure. All students in the construction trades attain an OSHA 10 construction safety card. Other programs can work with CareerSafe to obtain OSHA 5, ASE, NATEF, ServeSafe, etc. All legal, life science and service academy students are CPR certified. The CVTE principal maintains a list of all program certifications and licensure preparation.

Sources of Evidence

- self-study
- student work
- teacher interview
- students
- parents

Standard 2 Commendations

Commendation

The Preparation, Passion, and Perseverance exhibited by the instructional staff in delivering their respective curriculum. (1.5, 2.5)

Commendation

The development of academic lesson plans which are rigorous, yet easily adapted for differentiation and, when needed, remediation, thereby ensuring all students will have the opportunity for success with the material. (2.3)

Commendation

The various student displays of collaboration, creativity and higher order thinking in both academic and technical areas throughout the building. (2.2)

Standard 2 Recommendations

Recommendation

Develop and utilize a unified grading policy to be distributed to students and parents/guardians and be available on the website, included in the Program of Studies and other relevant materials.(2.2)

Recommendation

Develop and implement a plan to increase the number of articulation agreements with local community colleges and promote/advertise existing articulation agreements to students and parents/guardians. (2.3)

Recommendation

Expand the utilization of X2 to include lesson planning, teacher calendars, and communication. (2.7)

Recommendation

Create and implement a curriculum revision schedule for all program areas to ensure that the curriculum is developed using assessment results and current research (2.7)

Recommendation

Effectively utilize Program Advisory Committees to recommend program modifications based on changing technology; assist with the development of an equipment acquisition plan; assist in the development of the technology plan, and review both the technical and academic curricula. (Agenda/minutes are maintained on file and follow the DESE model.) (2.8)

Recommendation

Expand the use of the Understanding by Design curriculum development process to the CVTE programs to ensure that all curriculum is purposefully designed so that all students practice and achieve each of the school's learning expectations. (2.1)

Recommendation

Develop and implement scope and sequences and curriculum maps that are aligned with the MA Curriculum Frameworks for each of the CVTE programs to ensure clear alignment between the written and taught curriculum (2.4)

Standard 3 Indicator 1

Narrative Program Summary

Teachers are working to refine and align their instructional practices to be in line with the school's core values, beliefs, and learning expectations. This work is done parallel, occurring in both the academic and CVTE areas but with limited, to no time for crossover between "the two sides." Teamwork, collaboration, and collegiality are clear in interactions among adults, which helps personnel move toward common goals. A high degree of professionalism, respect, and student-centered behaviors were witnessed and student achievement is also a testament to a high functioning faculty and staff. The team understands that GNBVRT is in a time of important transition, guided by the superintendent, administration and faculty leaders to accomplish instructional goals that support all learners and ensure that core values become integral parts of everyone's daily activities. Standardized lesson plans and course curriculum guides that incorporate the school's learning expectations are part of most teachers' instructional practices.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- teacher interview
- teachers

Standard 3 Indicator 2

Narrative Program Summary

Teachers employ personalization strategies to help students find, explore, and work toward mastery of their academic and CVTE passions. Students from special populations are accommodated and supported by IEPs, 504s, co-teaching with special educators, Strategies Classes across the curriculum, office hours at the end of the day, ELL instructional services, etc. Academic and CVTE curricula are consciously integrated with one another through portfolio development and curation in English and integrated math instruction in the shops. The use of SMART and interactive whiteboards is pervasive and this is clearly a mode teachers and students are comfortable with during theory (classroom/academic) time, likewise for Google Classroom and various other programs and websites that facilitate learning and practice. The addition of hands-on projects and activities during shop time creates a well-rounded learning experience for students who are gradually becoming more self-directed. Curriculum formatting in the academic areas starts with essential questions that incorporate higher-order thinking and emphasize inquiry and problem solving. Teachers provide students with opportunities to practice communication skills through technical writing assignments, work summaries, group work, presentations, and self- and peer evaluation. The use of rubrics, as both formative and summative assessments, was seen throughout the building in both academic and CVTE discipline. Successful placements for juniors and seniors as well as a high degree of positive placements post-graduation demonstrate an exemplary level of student engagement and motivation.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- students

Standard 3 Indicator 3

Narrative Program Summary

The evidence shows that, across the school, many teachers personalize instruction in a variety of ways. Some of those may include but are not limited to: personal narratives and goals essays, choice and individual projects driven by personal interest, differentiation, technology integration, and teacher-developed materials. In order to accommodate a diverse group of student learners, teachers reference IEPs and 504s and collaborate with colleagues in ELL and Special Services.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- students

Standard 3 Indicator 4

Narrative Program Summary

Teachers individually and collaboratively use student achievement data from formative and summative assessments to inform and adapt instruction and improve instructional practices. The intent is to more consistently use student data to determine and deploy instructional best practice within CVTE programs. Teachers use department-wide common assessments, as evidenced in academic programs, and a variety of research-based formative and summative assessments. Data is also used to recommend modifications and accommodations in team meetings, as well as to aid teachers in identifying deficit areas in the current curriculum to adjust accordingly. Teachers use prep periods, after school, and PLCs (academic teachers only) to examine student work and use data to modify and adjust instruction. Many teachers use feedback from students, colleagues, supervisors, and parents/guardians to grow professionally. This feedback is supported by the use of unannounced and announced observations with written feedback, evaluation binders, SMART goals, community outreach programs, student course feedback, and Program Advisory Committees.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers

Standard 3 Indicator 5

Narrative Program Summary

In the CVTE programs and academic departments, teachers individually and collaboratively use current research to improve instructional strategies by implementing SEI strategies, participating in the NEASC process, participating in professional development, and completing school-wide cultural competency training. The academic departments also attended Revitalizing Instruction for Students and Educators (RISE) training with Dr. Deborah Harris, Sheltered English Instruction certification training, and High Impact Teacher Teams training, evidence that efforts are made to maintain consistency throughout the school to use current research to improve instructional strategies.

The faculty frequently participates in professional development activities. These may be school-sponsored or from outside sources. These allow teachers to maintain expertise in their content area and adjust instructional practices as needed, based on data. Teachers utilize professional development, PLCs, and the license renewal process in order to maintain expertise in their content area. Teachers create their own individualized professional development plans, which must be approved by their supervisors and administration, in order to remain current in their content area. Teachers report that data is used to drive instruction and results are clear in MCAS scores, which have steadily improved in both math and English Language Arts.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- department leaders
- school leadership

Standard 3 Indicator 6

Narrative Program Summary

Students and staff must adhere to local, state and national safety standards, and evidence such as logs and OSHA cards are kept on file. All technical areas conduct safety training; the degree varies based on the nature of the program. Some safety training is logged and a score of 100% is not always required to pass safety assessments before continuing on some programs. There is no common system for storing safety records.

Sources of Evidence

- classroom observations
- facility tour
- teacher interview
- teachers

Standard 3 Commendations

Commendation

The adoption of a powerful set of core values with an intent to make them a part of teaching and learning every day in all environments (academics, CVTE programs, clubs, sports, etc.). [1.3]

Commendation

The use of Google Classroom to manage student assignments. There is evidence of students learning how to use Google Docs as a routine part of many academic and vocational courses and programs. The visiting team was also pleased to learn that the IT department is looking to build capacity by empowering “early adopter” faculty mentors to help those new to Google navigate the software. [6.5]

Standard 3 Recommendations

Recommendation

Develop a protocol for teaching and re-teaching shop safety awareness and conducting safety testing (written and practical for all required tools and equipment) on an annual or semi-annual basis, or refreshed as needed by students transferring into programs or as dictated by the curriculum. As well, the team recommends developing a common protocol for storing safety tests. [3.6]

Recommendation

Determine and deploy instructional best practices within CVTE programs on a more consistent basis to improve student achievement. [3.4]

Recommendation

Evaluate the capacity for special education and ELL support on the CVTE side to ensure that students' needs are met in the shops as well as in the classroom. [3.2]

Recommendation

Establish Professional Learning Communities (PLCs) for CVTE teachers and programs with intent to include collaboration with academic colleagues in future. [3.4]

Standard 4 Indicator 1

Narrative Program Summary

The staff showcased various forms of individual programmatic formative and summative assessments during the visiting team's observations/ classroom visits. Common assessments and pre-college testing are a continuous and ongoing effort. The visiting team learned that CVTE assessment methods need to be updated from a technological aspect. Competency reporting should be done electronically to avoid a disconnect to the student growth factor from level to level. Web-based programs provide students with an opportunity for review testing of critical curriculum components that can broaden their professional avenues for multiple certifications, licensure and specialized fields within the technical areas. The school has met all MCAS testing expectations based on the data from the state reports. The school actively engages in PSAT, SAT and Accuplacer examinations to prepare students for entrance to college. The data reviewed shows a definitive growth factor in recent years for ELA, math, and science in both aggregated and disaggregated analysis.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- department leaders

Standard 4 Indicator 2

Narrative Program Summary

The use of X-2 as a communicative tool to notify parents/guardians is a productive way to inform parents of student progress on a continuous basis. However, talking with instructors, the visiting team learned that most do not utilize the message tool built into the individual grading cells to notify parents/guardians immediately of any assessment concerns. Formative and summative testing is in the X-2 access portal for parents/guardians. When they go on the message tool that would provide specific and immediate information access to the parent/guardian regarding that assessment, the evidence outlines two separate syllabi, one program specific and one is a general power point presentation to notify parents/guardians of learning expectations. These documents could have more specificity and clarity. The school also uses web-based communication to notify parents/guardians of progress as well as open house and progress reports. These are all positive methods of communication with regard to the student's progress.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 3

Narrative Program Summary

The visiting team found evidence of posting objectives and learning expectations for students leading up to formative and summative assessment in the classrooms and in practical application in their instructional delivery systems. Many CVTE programs use check lists to assure students were progressing through the practical application of a project and meeting CVTE Framework standards. These Frameworks were evident in the Curriculum Guide Sheets and displayed on the interactive white boards in the clinical and classroom areas. The syllabi from the Architectural Mechanical and Design program shown as evidence in this indicator is completely specific and exemplary in nature. It is indicative of specific expectations, objectives and outcomes for students and parents/guardians. This communication method is both positive and informational. This would be an effective generic document. Students are given clear but somewhat flexible time frames within the six-day cycles to make up missed assignments. These time frames are based on six-day academic and technical rotations. Teachers post grades from assignments and assessments by the third day of the following cycle. Students have the equivalency of one cycle to make up assignments or assessments.

Sources of Evidence

- classroom observations
- student work
- teachers
- students
- department leaders

Standard 4 Indicator 4

Narrative Program Summary

There were various examples of evidence in the use of rubrics for assessments that set forth clear grading criteria for those specific projects/assignments. Rubrics in academic areas demonstrated evidence of department collaboration. Formative assessment was evident in both technical and academic areas by instructional modification and strategy initiatives. There was extensive evidence that the results of formative assessments were discussed in PLC groups and used to drive changes in instruction in academic areas. Student growth is determined by pre-test and post testing, which has rendered an average growth factor of about 40 percent to 50 percent across the board in all areas. The staff utilized these data results to evaluate student learning growth and this served as artifacts for evaluation purposes with regard to meeting SMART goals. Formative assessments such as journaling, check lists, conferences, class discussions and rubrics were utilized. Summative assessments such as written examinations, practical examinations, portfolios and projects were observable.

Sources of Evidence

- classroom observations
- self-study
- student work
- students

Standard 4 Indicator 5

Narrative Program Summary

Teachers use X-2 grading software, rubrics, excel grading sheets and hand written check lists and hand written competency lists to give students feedback on all forms of assessment. The other mode of communication would be phone and email communication to parents/guardians. In many academic areas, assignments and formative assessments integrate the use of self and peer scoring rubrics or technology so that students receive instantaneous feedback on their work. Student/parent/guardian meetings, progress reports and discussions at Open House are also a means of feedback. Students are then responsible to make appointments to make revisions or make appointments to acquire extra help from instructors after school. The school day ends at 2:31 pm, however students may make appointments and stay until 3 pm to get the extra help they require to make essential improvements and revisions. Late buses are provided.

late buses are provided.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders

Standard 4 Indicator 6

Narrative Program Summary

Instructional adaptation was observed by the visiting team in the construction area by utilizing the physical layout of the house building project to accommodate instructional delivery systems in each shop area participating in the project. Students were able to engage in simultaneous participation in the project. The instructional adaptation happened in the way the instructors worked together with the students in a real life industry working environment. It is apparent that instruction is modified and adapted to meet the needs of IEPs, 504 plans and the needs of ELL students. Teachers are obtaining Sheltered English Immersion endorsements. Evidence of instructional materials that support instructional adaptation were observable. Formative assessment is the focus of the academic PLC's. Data gathered from formative assessments are the driving force behind changes in instruction.

Sources of Evidence

- classroom observations
- self-study
- department leaders

Standard 4 Indicator 7

Narrative Program Summary

The professional staff at GNRVT work collegially and collaboratively to examine data derived from MCAS results, pre-testing and post-testing, competency reporting and summative and formative assessment results to evaluate student learning and growth factor. The data then becomes a barometer for essential modification and adaptation to instructional strategies for both the academic and technical programs. The following data/materials are also being examined to meet these goals: student portfolios, final exams, certifications standardized testing, senior projects, placement and co-operative education supervisor ratings, student growth competency profiles, and Professional Learning Communities agendas. Utilizing these forms of data analysis enables GNRVT to continue to grow and improve in order to provide students with the best possible pathway to success.

Sources of Evidence

- teacher interview
- teachers
- department leaders

Standard 4 Indicator 8

Narrative Program Summary

Program assessments are on-going and created by an abundance of evidence that is used to improve curriculum and instruction. All departments and career and technical areas review their Program of Studies during departmental meetings and during Program Advisory Committee meetings. Curriculum and instruction are adjusted based on the evidence supplied, input of the faculty and of the Program Advisory Committees. The Coordinated Program Review (CPR), through the Department of Elementary and Secondary Education, was last completed in 2015. Some programs within the school are also reviewed by the Department of Public Health. Academic departments use several sources of assessment data including, but not limited to, pre- and post-test data, practice MCAS, and other student assignments in a continuous review of curriculum and instruction. Data is discussed in formal PLC and department meetings.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders

Standard 4 Commendations

Commendation

The collaborative development of common assessments in academic areas [4.1]

Commendation

The adjustments to instruction and curriculum (in academic areas) made by PLCs are strongly supported by assessment data [4.7]

Commendation

The creation of rubrics for students to self and peer-score practice MCAS mock assessments [4.2]

Commendation

The development of comprehensive shop syllabi that outline all expectations in some of the technical programs [4.2]

Commendation

The school's significant disaggregate and aggregate percentile improvement in MCAS scoring [4.4]

Commendation

The large number of formative assessments utilized across the curriculum and instructional delivery system [4.6]

Standard 4 Recommendations

Recommendation

Increase opportunities for technical students in areas of specialization to train and become certified for those alternative exams [4.4]

Recommendation

Create and implement a plan to enable more students to take trade-specific certification exams [4.4]

Recommendation

Align grading outcomes with the category percentages in the Aspen X-2 software [4.2]

Recommendation

Create and implement a plan to organize and effectively store competency reporting data [4.2]

Recommendation

Develop and utilize a universal safety test program that archives tests and renders data with regard to all students enrolled in CVTE programs and academic science courses. [4.8]

Standard 5 Indicator 1

Narrative Program Summary

The school community consciously and continuously builds a safe, positive, respectful, and supportive culture that fosters student responsibility for learning and results in shared ownership, pride, and high expectations for all. A well-developed student/parent/guardian handbook is distributed in hard copy at the beginning of every school year. It contains all of the pertinent information about the school's core values, procedures, academic and vocational programming, rules, statutory provisions, processes for reporting harassment, bullying, etc. Students and their parents/guardians sign an acknowledgment that they have read the handbook and return the signed acknowledgment to the school. The rules and procedures, specifically the progressive discipline system, provide expectations for students and teachers. The visiting team was extraordinarily impressed by the over-all adherence to the code of conduct as evidenced by students' exemplary behavior throughout our visit. The visiting team recognizes that this school culture is the result of the cooperative work of teachers, administrators and students. In addition, students and parents/guardians have access to the Program of Studies, which further outlines academic and vocational programs, classes organized by department and year, and grading/transcript policies.

The school utilizes Aspen X2 as its student information system. Access to the system allows students and teachers to access assessment and attendance data. Teachers are expected to update grades three days after the end of each cycle, allowing students to address academic or vocational deficiencies and seek out remediation. Teachers make themselves available after school until 3 pm in order to provide extra help, makeup work and any other assistance necessary. When teachers, for whatever reason, are not available after school, they post signs on their classroom doors indicating when they will be available. Homework assistance is available for all students in the library Monday through Thursday after school until 4 pm. In order to promote attendance at these after homework help sessions, the school provides late buses for all students.

The school devotes a great deal of time and energy to ensure a positive climate and culture through programming such as, the teacher mentor program, equity and diversity committee, student advisory committee, gay straight alliance and cultural consciousness group, to name some. Other student interest groups, clubs and activities are available to connect students with the school community, for example, Multicultural Club, Outdoors Club, SkillsUSA, Business Professionals of America and a robust athletic program. These clubs provide an outlet for students to work together and promote a spirited and inclusive school environment.

The visiting team observed that the GNBVRT teachers treat students in an age appropriate and developmental manner. Students are encouraged to advocate for themselves and take ownership for their school lives. Students and adults communicate via student email accounts.

The school offers some AP classes, both through on-campus courses and Virtual High School offerings, yet only 6 percent of students take advantage of these five upper level courses. Prerequisites are mentioned in the Program of Studies but not specifically outlined; evidence of such prerequisites could not be located by the visiting team during the site visit. Though most students take four years of mathematics, the graduation requirement only necessitates three such courses. Physical education and health classes are now graduation requirements, a change that has boosted achievement and learning in this critical department.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- school leadership
- Standard sub-committee

Standard 5 Indicator 2

Narrative Program Summary

GNBRVT is equitable, inclusive, and fosters heterogeneity when possible by using student grouping practices that reflect an understanding of the unique learning and social needs of all students and demonstrate an awareness of the diversity of the population of the school.

Students are placed into classes in both heterogenous and homogenous groupings. Core academic classes are populated homogeneously, by teacher recommendation, in four levels as follows:

Level 1: College Prep 2

Level 2: College Prep 1

Level 3: Honors

Level 4: Advanced Placement (AP)

College Prep 2 classes are organized using an inclusion model; 40 percent or fewer in these classes are special education students. Special education students who are in need of remediation over and above the specialized instruction they receive in their co-taught, level 2 classes, are enrolled in academic Strategies classes. Students in physical education and health classes, and all vocational programs are grouped heterogeneously. Students in vocational rotations are given the opportunity to shine and achieve at high levels, regardless of their academic levels of instruction.

Professional development offerings are planned by administrators with input from the professional development committee, which is comprised of teachers and administrators. In-school professional development is offered in a wide variety of topics from content to pedagogy to student support. Notably absent is any learning opportunities in the area of Social-Emotional Learning (SEL). With always greater numbers of students having social, emotional and mental health difficulties, this area is critical in order for classroom teachers to have the skills and strategies for creating safe learning environments for such students. This is especially true for less experienced teachers and no such training occurs during the new teacher orientation or the recently updated teacher mentor program.

ELLs are identified through state prescribed ACCESS testing and funneled into classes taught by teachers with Sheltered English Immersion (SEI) endorsement. The school has supported teachers in their pursuit of their SEI endorsement by paying for the endorsement course; this is true of both academic and vocational teachers, regardless of whether or not the vocational teacher is in the cohort group that necessitates immediate acquisition of the endorsement.

A significant amount of time has been allocated for professional development throughout the school year. During the 2018-2019 school year, the district administration scheduled six in-service days, each one consisting of four hours of in-house professional development. The academic teaching staff also meets twice every six days (61 minutes each) with teacher teams to review data, plan instruction, and ensure all students are making progress towards learning targets. Professional development opportunities are set up by the principals and the director of curriculum, instruction, assessment and accountability. Staff is notified via email prior to the professional development day. The district also pays for all associated costs of off-campus professional development. Additionally, the district provides 20 percent reimbursement for undergraduate or graduate coursework at an accredited college or university. All professional development provided during in-service days and selected extended school day training is focused and detailed. These professional development days have been designed to help update the school improvement plan, as well as to address school goals.

Sources of Evidence

- self-study
- teacher interview school
- leadership Standard
- sub-committee

Standard 5 Indicator 3

Narrative Program Summary

Teachers at GNBVRT meet as frequently as twice per six-day cycle as Professional Learning Communities (PLCs). During those meetings, they analyze assessment data, discuss instructional practices, compare learning activities and otherwise share what is working, and not working, for their students.

Professional development is delivered from inside, delivered by teachers on site, and outside, with teachers going to training delivered elsewhere by others not associated with the school. Six half-days are allocated yearly for professional development. Faculty meetings are used for this purpose and college classes are partially funded by the school (20 percent). Funding for both are provided by the school and topics are chosen in part by the professional development committee. Some of the funds are allocated through the Title IIa and Perkins Grant for professional development opportunities. The office of the director of curriculum, instruction, assessment & accountability, in concert with the professional development committee, has developed a Professional Development Action Plan.

The school offers an orientation and mentoring programs that do a modest amount of pre-employment training. Interviews with teachers informed the visiting team that very little critical information is provided to new teachers before they take charge of students on day one. A limited amount of support is provided during the early weeks of the new teacher's school year. A strength of the program is the existence of one classroom observation per trimester with various focus areas such as time management, alignment of curriculum with lesson plans, student engagement and classroom equity. Topics such as writing Educational Assessments, working with LEP/FLEP students, IEP and 504 plans and professional development and licensure up-dates should be covered before the school year begins for new teachers.

Sources of Evidence

- self-study
- teacher interview
- teachers
- Standard sub-committee

Standard 5 Indicator 4

Narrative Program Summary

GNBRVT employs an observation and evaluation system almost identical to the Massachusetts Department of Elementary and Secondary Education's Model System for Educator Evaluation, which is research-based. Supervision and evaluation are completed by administrators as appropriate given the organizational chart. Classroom teachers, the largest group, are observed and evaluated by academic department heads and academy administrators who are evaluated by the academic and vocational principals, who are evaluated by the superintendent-director. The evaluation system is designed to promote growth and development opportunities for teachers and administrators, with goals targeting both student learning and professional improvement. Administrators use classroom observation sheets and a monthly observation log as evidence of their monitoring of teacher progress. Productive elements of the process are a self-assessment, SMART goals, and an educator plan with evidence of skills advancement. During recent years, GNBRVT administrators have completed training in many areas including, curriculum alignment, supervision and evaluation, meeting facilitation, emergency preparedness, professional learning communities, culture building, sheltered English immersion, discipline, and several others.

Sources of Evidence

- self-study
- teacher interview
- teachers
- department leaders
- Standard sub-committee

Standard 5 Indicator 5

Narrative Program Summary

The school's operational procedures allow for students and buses to arrive at school before the first bell at 7:30 am. Breakfast is available in the cafeteria for any student who needs it. The day operates on a six-period schedule. Each period is 61 minutes long, with lunches scheduled in between to accommodate the academic and the vocational/technical schedules. The schedule is a six-period schedule that rotates throughout the six-day cycle. No classes are dropped during the six-day rotation. The advantage to the rotating schedule is that it allows for teachers to instruct their students at different times of the day. Students who struggle with attendance or who may lose focus later in the day, benefit from the changing time rotation.

The core subject teachers do receive one common planning period each day. This allows for collaboration when needed and for teachers to touch base on a regular basis.

Department meetings for all subjects are held after-school on a monthly schedule. Planning between CVTE and academic leaders is done informally as opposed to formally.

Academic teachers have been trained extensively in inclusive practices through the introduction of RISE training with Dr. Harris. The visiting team learned that the program has been a great asset to the academic teachers. The RISE training will help with the implementation of co-teaching strategies and will be of great value to students with special needs. This training was not provided to CVTE teachers. CVTE teachers would benefit from this type of training in order to increase their knowledge regarding student disabilities and supports.

Students who need help with MCAS preparation are given multiple means of support. English, math, and science support for MCAS is provided through a system where the students are tutored in the areas of ELA, mathematics, or science during their shop time. Students are tutored using the same model that is used in the Strategies classes. This program runs throughout the school year in order to help students prepare for upcoming MCAS exams. In addition, all freshmen and sophomores participate in a Literacy Support course to enhance active reading strategies to assist them in all disciplines. GNRVVT's MCAS scores have increased significantly since the implementation of these programs.

The Student Mentor Program and the Staff Mentor Program provide students with a means of getting additional support from their peers and/or teachers. The visiting team observed that students in the building seem to respond positively to the help provided by peers. A number of initiatives have been developed to foster student learning including: numerous elective courses, on-line learning, Strategies classes in math, ELA, and science, AP classes, Student Action Plans, and after-school activities like the Robotics Club, which is embedded with science and math learning. English teachers support students in resume writing and interview skills. Time for co-curricular planning is limited.

GNRVVT works diligently and successfully to provide teachers with collaboration opportunities and strongly supports the learning needs of all students.

Sources of Evidence

- classroom observations
- self-study
- teacher interview
- teachers
- students
- department leaders
- Standard sub-committee

Standard 5 Indicator 6

Narrative Program Summary

The pro-active superintendent-director is the head of the GNBVRT administrative team and is responsible for creating policies that reflect the school's mission of preparing students to meet the challenges of the future through rigorous and relevant curriculum resulting in academic, career and technical proficiency.

The members of the administrative team include the academic principal, career and technical principal, two assistant principals (grades 9/10 and 11/12), director of guidance/pupil personnel, director of special services, director of curriculum, instruction, assessment, and accountability (CIAA), school business administrator, plant engineer, academic department heads (five), academy administrators (four), community outreach coordinator, technology director, adult education director, supervisor of attendance, and cooperative education coordinator. This team formally meets monthly to address areas of concern in academics, technical programming, social/emotional learning trends in student discipline, upcoming assessments, school calendar and personnel matters. Any and all administrators will meet informally during the school year, as situations warrant.

Additionally, each principal and the CIAA director meet monthly to discuss academic and vocational matters around curriculum, staffing and school budget. It is at these meetings that strategies are uncovered to add additional faculty and technology as needed to meet the needs of a growing student population.

To this end, all administrators meet annually during the summer to create goals for the upcoming school year that are tied to the school's core values and beliefs and align with the School Improvement Plan. Data from multiple sources is reviewed and is used to shape decisions made by the team. Each administrator is responsible for preparing and presenting reports that are pertinent to his/her area of supervision. The outcome of the meetings has led to improvements in school technology, the continued use of on-line learning opportunities for credit recovery and virtual high school classes, and the addition of English and science Strategies classes. Teacher evaluations are discussed with improvements to the districts' Wi-Fi capabilities to aid in the evaluation process. The school's mission and core values are at the forefront of all decisions made on behalf of the students. It was obvious to the visiting team that the administrative staff, under the direction of the superintendent, has ownership of the core values and beliefs of the school.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- school leadership
- Standard sub-committee

Standard 5 Indicator 7

Narrative Program Summary

GNBRVT provides an exceptionally welcoming environment. Students and staff were observed to be helpful, polite and outgoing. All documentation and communication with members of the GNBRVT community are regularly translated into Spanish and Portuguese via in-house resources. Other languages are addressed on an as-needed basis. The School Council has a fluid membership with representatives from different aspects of the school community including students, parents, staff and administrators. The Booster Club is currently in a state of flux. The administration is working to establish a Booster Club that is committed to all sports offered and not specific, individual sports. Social media is tracked by the IT department and a public relations firm.

Sources of Evidence

- classroom observations
- facility tour
- teachers
- students
- school website
- Standard sub-committee

Standard 5 Indicator 8

Narrative Program Summary

At GNBVRT, teachers hold defined roles in decision-making that promote responsibility and ownership. There are curriculum leaders in every CVTE program and department chairs in the academic areas. They hold department meetings and meet regularly with their peers and the administration. Their ideas and suggestions are taken into account in the daily operation of the school. The minutes from each department meeting are submitted and reviewed by the administrative team. The superintendent-director, along with both the academic and vocational principals, invite individual teachers to administrative meetings to present ideas and share data. The teachers also work with the administration as members of various committees. CVTE teachers work along side with their academy administrators when dealing with budgets, Program Advisory Committees, shop safety, studying the job market, curriculum, corrective action plans, and examining both program and exploratory data.

Teachers are also given the opportunity to be mentors for students who may need extra attention in organization and study skills. For teachers looking to move into the role of school administrator, the district has elected to send teachers each year to MAVA Leadership Academy I and II. This option comes at no cost to the teacher and is a ten month program that leads to administrative licensure for future supervisor directors, cooperative education directors or assistant principals/principals (MAVA I) and assistant superintendent/superintendents (MAVA II). Once the teacher is in the program, they will identify a school improvement project and an administrator to act as a mentor throughout the process. The program usually consists of ten, full-day classes with four of the days to be held during the summer. It typically runs from January and concludes in October. Teachers who have attended this program have gone on to become administrators at this school and, in some cases, have taken administrative positions in other districts.

The School Council recognized that teachers needed support in Social Emotional Instruction (SEI). Teachers were provided with the opportunity to receive the SEI endorsement at GNBVRT with their principal as the instructor. In addition, the teachers expressed a need to increase their classroom technological skills. As a result, a school-wide professional development day that included training in Google apps occurred in the beginning of the school year.

Teachers play a major role in the evaluation of the district when preparing for CPR and NEASC reviews. This allows the teachers to have meaningful input during the school and district evaluation process. Teachers also worked closely with the administration to implement the state evaluation process.

Teachers from both academic and CVTE departments are encouraged to provide students with meaningful field trip experiences. The teachers decide where and when they would like to take the students, and the trips vary from studying the HVAC system at Gillette Stadium to studying organisms and plants at the Westport River Watershed. Teachers have also taken on leadership roles as advisors for organizations such as SkillsUSA, Business Professionals of America, and Massachusetts Envirothon.

Sources of Evidence

- self-study
- teacher interview
- department leaders
- school website
- Standard sub-committee

Standard 5 Indicator 9

Narrative Program Summary

The staff and faculty at GNRVT are committed to making the learning experience rewarding and challenging for all students. The school takes great pride in displaying the work and acknowledging the accomplishments of students and staff and this contributes to the positive school atmosphere. Many of the academic and career and technical programs have their own displays that recognize the many school and community projects they have completed. The Visual Design program has several displays throughout the building and has created banners for each career and technical area and these are mounted around the perimeter of the campus. Many of the banners feature a student, or students, enrolled in that program. There are sculptures, paintings, and photographs showing the talents of many of the students. Some of the work has been displayed at art galleries and on college campuses. SkillsUSA, Business Professionals of America, and Mass Envirothon State Champions have their photographs and /or names displayed in cases located in the main foyer. The main foyer is also home to the GNRVT Hall of Fame and the Career Achievement Inductees. These two walls include the names of many past students, but also have a fair representation of many current staff members. Some of the past students noted on these walls come back to lecture or do some hands-on work in many of the shops that they were once a part of. Current staff and past students can also take a moment to look at the Wall of Sports History displayed at the entrance of the fieldhouse. These team photos and awards date back to the opening of the school, and many teachers and administrators were once a part of these athletic teams. Some have broken school records and others have been part of state championship teams. These three areas serve as excellent reminders of the contributions that many past students and current staff have made to the school.

The co-operative education program has display areas in each of the academy offices. The displays recognize the businesses that have built partnerships with GNRVT, as well as the students who work closely with these businesses. As a career and technical school, a blossoming co-op program is important to the success of students who may choose to go directly into their trade and to the businesses that are always looking for reliable workers to fill openings.

Another great recognition of both student and teacher accomplishments is the Artisan Report that is published monthly and presented at School Committee meetings. The accomplishments of the students and staff are also recognized on social media outlets such as Twitter, Facebook, Instagram, Snapchat, and Vimeo. Teachers showcase their expertise and skills by leading in-house teacher professional development trainings.

The school's website also provides the community with up-to-date events and accomplishments of the school, the staff, and the students. The Media Technology department does a VTTV newscast that is uploaded to Vimeo. They also created action videos of the students in each of the career and technical programs in the school, the athletic teams, and of all of the school's major events. In addition to Vimeo, their work is also displayed on screens in the cafeteria and at the welcome center. Some examples are talent shows, athletic events, fashion shows, drama club productions, pep rallies, students in the SCUBA program, and Program Advisory Committee meetings. Upcoming event schedules and special achievements by students or staff are displayed throughout the building and on social media as well as in the morning announcements. It has been reported that the social media posts have been a great addition to public relations for the school and the students. Many look forward to seeing what will be posted next. Many members of the community have written positive comments about the posts, and the teachers and students enjoy the recognition.

A new school van highlights students and their accomplishments with life-sized decals. Student achievements are also recognized on billboards throughout the community.

Last year, students voiced their concerns about the location of the graduation ceremony through a student survey. Administration heard their concerns and made arrangements for the ceremony to be held outside. Students voices are heard and recognized at GNRVT.

The staff and faculty at GNRVT are recognized and appreciated during Teacher Appreciation Week and are

invited to the school's restaurant for lunch. The staff and faculty are committed to making the learning experience rewarding and challenging to students. The school takes great pride in displaying the work and acknowledging accomplishments of all students and staff who contribute to the positive school atmosphere.

Sources of Evidence

- classroom observations
- facility tour
- teachers
- department leaders
- school leadership
- school website
- Standard sub-committee

Standard 5 Indicator 10

Narrative Program Summary

The Greater New Bedford District School Committee, represented by eight individuals from the three towns in the sending districts, meets with the superintendent and the principals on a monthly basis. The meeting consists of school business such as the approval of bills, school policies, school programs, school and district goals, personnel appointments, staff training, professional development, the school calendar, and other business related to the over-all operation of the school. The school committee also recognizes the accomplishments of students and staff through presentations and a monthly publication called The Artisan.

Since the last NEASC visit in 2008, the district completed a 15 million dollar renovation of the building. The addition is the new state-of-the art K-Block. The principals, a former superintendent, and the school committee worked closely with one another in order to successfully complete this endeavor. This was done while keeping the building open to students. There were many moving parts throughout this renovation and the school leaders managed to maintain an operational and collaborative work environment for staff and students. In 2019, the superintendent, principals, vice principals and the school committee worked together to bring graduation exercises outside for the first time in the history of the school. They are currently working on a three-year strategic plan for the school district. The superintendent, principals, and the school committee worked on creating a new six-day cycle schedule which created more flexibility and is driven by student needs. This is all part of a major goal to increase MCAS scores throughout the school. In the past five years, the school has also made renovations to many of the career and technical areas. These projects were a group effort led by the superintendent, principals and the school committee. These three entities work closely throughout each school year. At the monthly school committee meetings, the committee works and communicates directly with both the principals and superintendent. These minutes of these meetings are public record and can be referred to in order to better comprehend the topics discussed and projects that are addressed. They work diligently together to produce great outcomes for the staff, students, and communities of Fairhaven, Dartmouth, and New Bedford. The superintendent and principals, along with the school committee, work together to plan meaningful and productive administrative and staff training. All of the training sessions have a detailed and well-planned agenda that is prepared by the superintendent and principals and approved by the school committee. The team also works together on community outreach projects. Many of the school committee members attend school functions and other meetings on a regular basis and have close working relationships with many members of the school staff. The importance of the educators at GNBRVT is not lost on the superintendent and the school committee. There is an annual Teacher Appreciation Week. The school community also recognize retirees of the school with a monthly breakfast.

These types of gracious gestures have been instituted by the superintendent, principals and the school committee in order to make GNBRVT a pleasant and welcoming place to work. The visiting team observed the environment to be extremely positive. A positive working environment for all stakeholders can only lead to the evolution of an exceptional school!

Standard 5 Indicator 11

Narrative Program Summary

The monthly administrative meetings are divided by areas. The superintendent, vocational and academic principals, assistant principal all meet once a month with separate groups. There are also many informal meetings held and communication between all administrators and between administration and staff is on-going and flows in both directions. These meetings are held on both a formal and informal basis. Agendas are created and minutes kept by the person chairing that meeting. The visiting team learned that administrators feel comfortable making decisions in their areas without getting permission from supervisors. They seem to balance keeping supervisors informed and making daily decisions using their best judgement.

Standard 5 Indicator 12

Narrative Program Summary

The school website ensures access to all policies and procedures. Along with this website, each student is given a hardcopy of the student handbook to bring home and to be signed by a parent/guardian. Parents/guardians without computers or internet access can contact the school for any policy or procedure that they would like to obtain a copy of. The Student Handbook is also offered in a translated version in Portuguese and Spanish. The Guidance Department section of the webpage offers information on how to apply to GNBVRT, the admissions policy and the admissions calendar. The Parents'/ Students' tabs and the Guidance tab on the webpage offers information on Back to School, course selections, ELL/Bilingual parents, nurse and the Guidance Department. The Student Links and Resources tabs provide information about the Special Education Department and transcript requests. The academic and the CVTE program tabs offer a connection to all courses offered and technical and vocational programs available. These tabs also include links to the Program of Studies for both technical and academic programs.

Standard 5 Indicator 13

Narrative Program Summary

GNBRVT is consistently looking for ways to improve delivery of services to both students and the community. From its vision to use evidence based practices and innovative thinking in education and career development to provide the best learning environment for all students, the mission and the core values have evolved over the years. The goal to provide rigorous and relevant education, shaped by the ever changing landscape of tomorrow's workforce, will always be the first focus of GNBRVT's mission. To accomplish this, a plan has been developed and closely monitored to meet the vision and mission of the school. The school's District Improvement Plan is broken down into four sections, each with its own initiatives:

Equity and Excellence
Community and Relationships
Human Resources and Human Capital
Physical Plant and Infrastructure

These elements contain some of the same standards that the MA Department of Elementary and Secondary Education have identified as the Evaluation Model's Core Rubric Measures for academic and professional proficiency. Each of the four categories identifies an initiative and the corresponding person responsible for its completion, a timeline, and evaluation/assessments to measure the outcome and current status. While the current plan covers 2016-2018, it remains flexible enough to be modified if an initiative is met or is no longer viable. For the purpose of keeping the school budget in line with proposed spending, a cost line was added to remind its creators of the fiscal responsibilities associated with any new initiatives. The District Improvement Plan was developed by the administrative team, with careful consideration given to input from various stakeholders within the school community. Groups like the school's Program Advisory Committees, the School Committee, department meeting minutes (academic and technical), School Council and parents/guardians were able to contribute to the plan. Once developed, it is reviewed annually at the administrators' summer meeting prior to the start of the next school year. The plan will lead to the creation of new initiatives in order to improve the school in all four areas. GNBRVT has a formal written document that guides the school's vision over the next three years.

Standard 5 Indicator 14

Narrative Program Summary

GNRVT has an active student leadership presence evident throughout the building. There is student involvement on School Council and the School Committee. SkillsUSA is an active part of the school community. Both competitors and winners are regularly recognized.

The Student Advisory Council is a unique organization. It is comprised of students, elected by the student body. It also includes faculty and administration. It is a place for students to bring ideas, suggestions and concerns to the attention of the administration and faculty. Two signature accomplishments were:

1. Moving graduation out of the field house to the football field
2. Allowing students to decorate graduation mortar boards

Both initiatives have been well received and problem free.

Standard 5 Indicator 15

Narrative Program Summary

The school calendar is based on the required 180 days of school as mandated by MA Department of Elementary and Secondary Education and MA educational laws. All teachers are required to report back to work one day prior to the start of school, which occurs during the last week of August. This first day is reserved for an all-day orientation training for incoming freshman students. All students meet their academic teachers, learn how the cafeteria works during breakfast and lunch, and go to their first shop cycle of the exploratory process. The calendar follows an alternating odd and even cycle schedule dictated by six days of academics and 6 days of technical programming. The planning of professional development days coincide with holidays to help reduce the number of interruptions to support student learning. All freshman students go through the exploratory process, which takes students through 15 different shop rotations, each lasting three days. Students are graded throughout the exploratory process and points are tallied along the way, and added to each student's first trimester core academic classes (Algebra, English, Biology, US History) to determine final shop selections, which happens in mid-late January. In addition, all freshman students are scheduled for a class in English, math, and science strategies, in order to prepare for MCAS testing in those subject areas during their sophomore year. The school year ends in mid-June with all days made-up for school cancellations due to inclement weather, or any other reasons determined by administration.

Standard 5 Indicator 16

Narrative Program Summary

GNRVT encourages non-traditional careers for students and supports gender equity in all programs. During the freshman exploratory process, students are exposed to 15 career and technical programs, allowing them to match their own strengths and interests with program skills and requirements. Besides their first choice, the other shops are assigned at random. The school also has a non-traditional program speaker who presents to the freshmen before they make their final shop choice. Gender equity is a concern when only a restroom is provided for male students in a shop area. Female students may not be comfortable or feel welcomed in those areas. This is an issue that must be addressed.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- students

Standard 5 Commendations

Commendation

The creation of an exceptionally welcoming environment where students and staff are helpful, polite, outgoing and informative [5.1]

Commendation

The multiple and varied ways student achievement is celebrated, both within the school and in the community at large [5.9]

Commendation

The policy and procedures which are accessible on the school's website contains a wealth of information including student/parent handbook, faculty handbook, admissions policy, and multiple resources for parents/guardians [5.12]

Commendation

The students' extraordinary, well-disciplined behavior and their ability to communicate clearly, succinctly and intelligently to adults and other students.

Commendation

The RISE program training has greatly assisted the academic teachers with strategies to make their classrooms more inclusive [5.2]

Commendation

The wide variety of professional development opportunities available for faculty and staff has led to improved student learning [5.3]

Commendation

The implementation of focused observations, whereby one aspect of classroom/shop curriculum, instruction or assessment is looked at by a supervisor for a class period and then the findings regarding that one specific area discussed with the teacher, has led to improved student learning [5.4]

Commendation

The addition of a cleverly decorated school van into GNBVRT's public relations "arsenal" to better advertise the school's core values of Preparation, Passion, and Perseverance, the underlying theme of creating Artisans and the excitement of pursuing a wide range of vocational technical education paths. This van is visible throughout the community at parades etc.

Commendation

Students are provided opportunities for student government/leadership and their recommendations are considered and implemented [5.14]

Commendation

The superintendent, academic principal and the vocational technical principal are collaborative, reflective, and constructive in achieving the school's learning expectations [5.10]

Standard 5 Recommendations

Recommendations

Create an inclusive, all-sports Booster Club.

Recommendations

Provide inclusive practices training (RISE) for CVTE teachers to support them in implementing new strategies that meet the needs of all students, specifically students with disabilities [5.2]

Recommendations

Communicate the prerequisites for Advanced Placement classes so that students and parents/guardians know what is necessary for a student to secure a recommendation to be placed in AP and Virtual High School classes.

Recommendations

Develop a plan to correct the extremely small number (6%) of students enrolled in Advanced Placement, Virtual High School and dual enrollment classes.

Recommendations

Develop and implement a School Culture and Climate Survey to share with faculty and students. Analysis of the data will assist in the development of an action plan for common/high priority concerns.

Recommendations

Develop and implement a school-wide Social Emotional Learning plan to ensure all students and teachers provide a safe, healthy, nurturing environment for all students [5.2]

Recommendations

Provide gender neutral restrooms for all students in all areas of the school, including trade areas [5.2]

Recommendations

Increase opportunities for CVTE and academic staff to create co-curricula lessons to increase student engagement [5.8]

Recommendations

Re-evaluate the New Teacher Orientation Program that currently lacks training for new teachers in Social Emotional Learning, behavior modification strategies, dealing with IEP's, 504 Plans, LEPs and FLEP's in order to correct the reported lack of support before a new teacher enters the classroom/shop [5.3]

Standard 6 Indicator 1

Narrative Program Summary

All students at GNBVRT have an equal opportunity to achieve the school's learning expectations. Student learning and well-being are often dependent upon providing appropriate supports and services. GNBVRT is dedicated in providing a meaningful and effective range of coordinated services and programs to help ensure the academic, CTE, social/emotional and behavioral success of every student. In accordance with the core values, every staff member strives to instill the importance of PREPARATION for the tasks at hand each and every day, PASSION and love for one's trade and future goals, and PERSEVERANCE as they push through all obstacles and difficult situations throughout their life.

GNBVRT believes that every student should graduate prepared with a solid college or career post-secondary plan. From the time a student enters the 9th grade, the staff instills the core values and expectations for academics, CVTE areas, behavior/conduct, attendance, graduation requirements, etc. All students have a wide spectrum of vocational programs available to them at GNBVRT. All incoming freshmen complete the Exploratory process in which they explore 15 different CVTE shops. Some of these programs are assigned randomly to allow for non-traditional choices. Students are guaranteed their first shop pick for the Exploratory program. All students have the ability to take academic courses at various levels: College Prep Supported, College Prep Independent, Honors, or Advanced Placement. Students with Disabilities and English Language Learners are provided services and supports that are individually designed to meet their needs.

Any student at GNBVRT who is deemed eligible for ELL (English Language Learner) services based on the home language survey and intake assessment is scheduled for ELL. ELL learners and their families are supported by the director of curriculum, instruction, assessment and accountability who oversees implementation and accountability for the DESE mandated ELL program guidelines. The GNBVRT English Language Education Programming manual is located on the school's website under the ELL tab.

GNBVRT provides ongoing education regarding school rules, student expectations, and student conduct through daily role modeling in all school areas and classes, the updated Student Handbook, and auditorium presentations throughout the school year. Additionally, the Program of Studies provides clear and concise expectations for all academic courses, CVTE programs, athletic participation, student portfolios, and graduation requirements.

GNBVRT created a Comprehensive Guidance Curriculum that outlines all areas of American School Counselors Association standards. The classroom lessons are focused on college and career planning expectations for each grade through the use of Career Cruising. Guidance counselors visit related and/or history classrooms to support students with freshman expectations and introduce Career Cruising. Students in grades 10-12 receive their guidance curriculum through Career Cruising in CVTE classes. The academic domain support is delivered in individual meetings with guidance counselors in the development of remediation plans. The social emotional domain standards are delivered through climate initiatives but there is a lack of school wide teaching on social emotional well being.

Guidance counselors are assigned to provide every student with 1) intensive support during the freshman transition and Exploratory process; 2) a consistent counselor for grades 10-12; and 3) ongoing college and career exploration at every grade level. The curriculum is designed to provide every student with the information necessary to successfully complete all academic and CTE requirements for graduation and develop a solid post-secondary plan.

All students have access to a variety of supports and services that address any area where the student may require assistance. Dedicated space is limited for individual and/or small group testing accommodations and/or read aloud support.

With over 2,100 students it is imperative that every department in the school is knowledgeable about student issues and needs. GNBVRT provides annual training at the beginning of each school year that discusses Civil Rights requirements but goes further to discuss the issues students face on a daily basis: poverty, abuse/neglect, homelessness, mental health issues, sex trafficking, GLBTQ, transgender, bullying/harassment, social media,

etc. Guidance staff and members of the Pupil Personnel Services Departments serve as immediate contacts for such issues. They will review student data such as attendance, conduct, and report cards, and communicate with teachers and staff to coordinate efforts when a student is identified as a student in need of supports and services.

Supports to assist students in academic and CTE areas are determined through collaborative discussions between guidance counselors and teachers, and meetings with parents/guardians. Support services may range from after-school support, academic tutoring, mentor referral, plans of remediation, etc. If a student continues to struggle academically, a referral for testing may be made to determine eligibility for accommodations or special education services. There is not a formal Response to Intervention process to monitor tiered interventions before referral for testing which may cause an increase in unnecessary special education evaluations. There is minimal use of a District Curriculum Accommodation Plan.

All students have access to social/emotional support individually with a counselor or a nurse. Social/emotional and mental health supports are available immediately with a guidance counselor, school adjustment counselor, school psychologist or school nurse for crisis situations; and also on a more proactive and consistent basis through scheduled individual counseling sessions, group sessions, or referrals for community-based interventions, etc. They have started a Student Success Team (SST) to work collaboratively to support students with social/emotional needs. The SST is in its early development stages and consists of a counselor, adjustment counselor, and a disciplinarian as needed.

Students may also be referred to the GNBVRT Mentor Program to help ease the freshman transition or foster a sense of belonging through increased social connections. Depending on the level of need, any student can be matched with a staff member of student mentor throughout the school year. Support can include academic tutoring, involvement in club activities, assistance with organization and study habits, someone to eat lunch with, or someone to role model appropriate ways to advocate for oneself with teachers and staff. The mentoring program is grounded in Maslow's Hierarchy of Needs. Pupil Services provided an enormous amount of evidence that providing a person with a sense of belonging is pivotal to excel; as belong is a requisite for the development of self-esteem and self-confidence.

GNBVRT ensures that all students who are living in a homeless situation (including foster care) are provided with all needed supports and services. Guidance counselors assist each student with determining individual needs, developing success plans, and arranging tutoring if necessary. GNBVRT has created a clothing and coat closet for any student who is in need. There is a tremendous amount of donated clothing items collected by community groups. Teachers and faculty members communicate student hygiene issues with counselors to ensure students have appropriate clothing to keep them safe and comfortable during difficult times. Students from the Mentor Program, National Honor Society, and Rachel's Challenge collect and organize clothing and hygiene supplies for the closet.

The health, wellness and safety of every student is paramount. All mandatory health and wellness screenings (Height/Weight/BMI, Scoliosis, and Hearing/Vision) are conducted by the nursing staff on an annual basis, including the SBIRT screen.

Additionally, at-risk assessments/crisis evaluations for suicide are first conducted by one of the school adjustment counselors and then referrals are made to the Greater New Bedford area, because without them, the students would struggle.

Many community partners are members of the Guidance Advisory Council that meets annually each spring. These partners work with GNBVRT counselors and Pupil Personnel staff to ensure that the school is using best practices and collaborating with the community to best meet the needs of students. Each year the school strives to increase the number of institutions represented at the spring Advisory Council so as to establish as many connections and partnerships as possible. Currently, the following are active participants on the Guidance Advisory Council: Counselors from the Fairhaven, Dartmouth and New Bedford Public Schools, the New Bedford Police Department, the New Bedford Child & Family Services, the New Bedford Juvenile Court and the New Bedford Youth Court Educational Opportunity Center, the InterChurch Council and Catholic Social Services UMass Dartmouth Children's Advocacy Center United Way of Greater New Bedford

Communication is the key to success and it is absolutely vital in a vocational-technical high school where teachers must work together because students must perform in both academics and technical areas in order to graduate. Staff in Guidance, Pupil Personnel Services, and Health Services maintain communication with

students, staff, families and community partners. The outreach and referrals to their partners add supports to maintain continuity of care outside the school day.

GNBRVT utilizes both qualitative and quantitative data when identifying students who require any type of academic, CVTE, social/emotional, attendance, behavioral, medical/health supports and interventions. Beginning at the time students are accepted, the school works with the sending schools to identify at-risk/high-need students and determine the appropriate supports and services needed to ensure their transition into high school is smooth.

Guidance counselors and special education liaisons are constantly reviewing data generated from EWIS, progress reports, report cards, assessments, IEPs/504s, etc. to monitor the progress of students.

In order to improve the consistency and quality of guidance counseling and nursing services to GNBRVT students, a few changes were made for the 2018-2019 school year.

The nursing staff hired a full time nurse bringing the nursing staff to three full-time nurses and one part-time nurse. It involved assignment changes for six of the eight guidance counselors. GNBRVT has two freshman guidance counselors who specialize in the 9th grade transition and the CVTE Exploratory process. The remaining counselors work with students in grades 10-12 and are assigned to specific shop clusters. This enables students to know their counselors and counselors to know their students on a deeper level for three years. This is especially important for the continuity of care for the highest risk and most involved students. The addition of a 1.0 FTE that works as a guidance and adjustment counselor has assisted with lowering the caseload numbers. The increase of a full-time school nurse has assisted GNBRVT in providing the highest quality nursing services to students with shorter wait times. It has also assisted in the timely completion of all mandatory screenings and student records/documentation compliance.

Some of the strategies and interventions employed for struggling students include: GNBRVT Student Mentor Program, GNBRVT Staff Mentor Program, Guidance interventions such as plans of remediation, communication with caregivers, collaborative meetings, classroom presentations, individual student meetings, referrals for after school assistance, targeted tutoring, MCAS support, etc., School Adjustment Counselor interventions include strategic check-ins, individual counseling, group counseling (social skills, mindfulness, autism, etc.), crisis assessments, referrals for community-based services, etc.

There is a DCAP in writing but it is not referred to by the regular education teachers to support students. Differentiation of instruction and other interventions may be used in theory but nothing is documented as a response to intervention.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- students
- department leaders
- school leadership
- school support staff
- school website

Standard 6 Indicator 2

Narrative Program Summary

GNBRVT is housed in one facility for all of its students, staff, and administration. There is no differentiation in the location of regular and special education classes as they are spread throughout the school.

The three school adjustment counselors have their own offices, which are private spaces to meet with students. The proximity to the cafeteria for these offices may be an issue for confidentiality by disclosing a student being seen by an adjustment counselor. The school psychologist has a private office in which to evaluate students. The Special Education teachers share office areas with one another (four per classroom space) where they work on IEP writing, individual meetings regarding progress, and phone calls with parents/guardians. The actual Team meetings take place in the Special Education department's conference room. Speech and Language service providers have an office area where they may service students individually or in group sessions. Physical Therapy and Occupational Therapy consults come into the school to see students when needed and are provided with work space. Other outside agency providers, such as Mass Rehab, etc., schedule with Student Services regarding their need to see students and work with liaisons to make sure there is available space to allow private conversations to occur.

The district employs 3.5 nurses. In the 2015-2016 school year, new plans were developed to revitalize the nurses' areas in order to provide adequate space for health assessments and confidential areas for interviews related to private matters, such as mental health or trauma. This plan was not seen through to completion, but the school district continues to work on obtaining funding to implement these changes.

The special needs population is fully included in the regular education classrooms, so there is no differentiation between sizes of special education and regular education classrooms. The one class that is specifically for special education students is called Academic Enrichment. This class is scheduled during the last period of the day when the students are in their CVTE cycle.

The district has a stairway evacuation team in the event of a crisis or emergency in the building, such as a fire. This team consists of twenty school employees for purposes of transporting those in need (crutches or wheelchairs) down the stairs because the elevator use is not possible. In the event of an emergency in which a student or staff member has become immobile due to a seizure or another medical situation, a Stay Put will be announced over the intercom, in which no one is able to leave their immediate area, whether it be a classroom, office, restroom, etc.

Reasonable accommodations needed to provide student support services in a sanitary and attractive environment are provided in the nurses' office. We recommend that this space is renovated to make a larger area for confidential conversations and interactions to take place, state-wide mandatory screenings, and the general illnesses they are met with every day. With the increase in nurses (3.5), this is necessary at this time.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- teachers
- school support staff

Standard 6 Indicator 3

Narrative Program Summary

The Greater New Bedford Regional Vocational Technical High School district is very large, with over 300 employees and 2100 students. All students', alumni, administrative, and personnel records are kept in a confidential and secure manner consistent with federal, state, and local laws and or regulations. Records are kept in various locations throughout the building. A registrar supports the input of demographic information into the student information system. There is a procedure to ensure a consistent method is used to keep these files confidential and secure.

Sources of Evidence

- self-study
- facility tour
- central office personnel
- school leadership
- school support staff

Standard 6 Indicator 4

Narrative Program Summary

The Department of Guidance and Pupil Personnel Services consists of a director, eight counselors, two school adjustment counselors, one guidance/school adjustment counselor, three full-time school nurses and one part time school nurse, one school psychologist, the registrar, the director's/admissions secretary, and two clerks. All counseling and nursing staff are certified by DESE. Five staff members hold an additional clinical license (LMHC or LICSW) and all nurses hold their RN license in addition to DESE certification. The department also has nine bilingual staff that speak either Spanish, Portuguese or Creole.

Staff in the Guidance and Pupil Personnel Services Departments provide academic, career, and personal/social counseling to any/all students at GNBVRT. The amount of time staff spends with students either individually or in groups is dependent upon many different factors. Individual contacts vary depending upon the severity or depth of a student's issue; whether it is a service delivery as determined by an IEP/504, etc.; or in group or whole classroom sessions dependent upon the topic being presented.

Eight guidance counselors are assigned in order to best meet the needs of students.

- Two freshman guidance counselors are assigned to 565 freshmen participating in the Exploratory Process. As the 9th grade transition in a vocational high school is very structured and rigorous, GNBVRT has determined that having two counselors dedicated to the 9th grade helps the students and families greatly.
- Six and a half guidance counselors are assigned by CVTE shop area for grades 10-12. This is a change for the 2018-19 school year. In prior years, there were two 10th grade counselors and four counselors for 11th/12th. GNBVRT felt that there was a need for more consistency for the students and rather than have three different counselors during their four years at GNBVRT, they now only have two. This helps to build relationships as well as providing counselors with knowledge and understanding of their students.

The current ratio of guidance counselors to students is 280:1. This is over the recommended ASCA ratio of 250:1. A full time (1.0) guidance counselor was hired to replace a part-time (.5) guidance counselor for the 2017-18 school year, increasing the staff from 7.5 to 8.0. A counselor that splits her time between a guidance caseload and a school adjustment caseload was recently added due to the increased needs of students.

Currently they have two plus licensed school adjustment counselors who provide individual and group counseling, as well as conduct crisis evaluations of students with documented mental health diagnoses, or on-going issues in school that interfere with overall functioning or services outlined in an IEP/504. A part time SAC was added due to the rise in the number of students with serious social/emotional and mental health issues and the ongoing need to address safety/crisis situations. GNBVRT also utilizes fee-for-service clinicians and a master's level intern to assist. School adjustment counselors have a caseload size of 35-40 students.

GNBVRT currently has 3.5 school nurses. This is a 1.0 increase for the 2018-2019 school year. The .5 nurse is present 19 hours per week. All school nurses provide preventive health services and direct intervention services including health assessments, mandatory screenings, maintenance of student health records, counseling and emergency care. School nurses, in conjunction with the guidance counselor, provide both relevant oral and written information to staff (when appropriate) regarding students' medical conditions. This information is shared solely for educational accommodations and planning purposes.

Academic Counseling:

After-school calendars, tutoring referrals or mentor referrals may be made at any time during the year to assist students with making improvements.

Career Counseling:

Career counseling is an on-going and consistent part of every student's experience at GNBVRT. All students explore fifteen vocational-technical areas during their freshman year. GNB utilizes

Career Cruising as part of the comprehensive guidance curriculum for students in grades 9-12. The completion of *Career Cruising* activities is a promotional requirement at each grade level. This program, along with their CVTE shop and related courses, helps to provide the foundation for the acquisition of skills, attitudes and knowledge that enable students to make a successful transition from school to work, college, trade school or the military.

- *Career Cruising* Activities:
 - 9th Grade: My Skills, Career Match Maker, Learning Styles Inventory
 - 10th Grade: Career Selector, Career Planning,
 - 11th Grade: School Selector, Post-Secondary Planning, Extracurricular Activities
 - 12th Grade: Post-Secondary Planning, Skills & Abilities, Career & Life Goals, Work Experience, Volunteer Experience, My Journal
- Annual Portfolio Review activities every year
- GNBVRT holds one of the largest college fairs in the area each October for all 11th/12th grade students.
- They hold a military informational event for students and families annually.
- Guidance counselors hold family presentations twice per year with the Educational Opportunities Center regarding the college application process and financial aid.
- Guidance counselors provide grade-level presentations (as outlined in the comprehensive guidance curriculum) to all students in their respective CTE shops areas throughout the school year.

Personal/Social Counseling:

All counselors, both guidance and school adjustment counselors, are available to students throughout the school day to address individual, family- and/or peer-related issues. Students have the ability to drop-in to Guidance before school, during lunch and after school. They may be called to Guidance at any time but can also set up an appointment with their guidance counselor. Students may also be referred by a parent, staff/teacher, security, nurse or administrator. If a student is experiencing a crisis situation, the guidance counselor may refer the student to a school adjustment counselor for further assessment and possible referral to the Crisis Center. School nurses are often called upon if a student is experiencing any physical or medical issues (anxiety/panic attack) related to a crisis situation. This model is a reactive one that is necessary, but a more proactive model needs to be implemented to teach social emotional learning.

Student issues that are brought to the Guidance Department are wide-ranging and often multi-faceted. In addition to academic and career counseling, counselors assist students with family issues, teacher issues, relationship issues, bullying/harassment issues, GLBTQ issues, peer mediation, behavioral/discipline issues, anxiety and other social/emotional issues, etc.

Student Records:

All student records (Health, Special Education, 504, etc.) are maintained in a locked file cabinet in a locked office. Electronic student files and in-house communications are maintained on the student information system (Aspen) and district email server. These programs are password secure and automatically shut down when computers are left unattended or a period of time has elapsed.

Sources of Evidence

- self-study
- student work
- department leaders
- school leadership
- school support staff

Standard 6 Indicator 5

Narrative Program Summary

In accordance with GNRVT's Strategic District Improvement Plan (SDIP), the goal is to provide an educational environment that is rigorous, meaningful, safe, and supportive. The Library Media Center meets this goal by providing a place that fosters individual growth and respects each student's educational journey as they learn and grow to be successful members of society. The Center is staffed by the library media specialist and a library media assistant.

The Library encourages individual choice and lifelong learning by welcoming all of the school community – students, faculty, and staff – to use its resources, make suggestions for improvement, and expand services.

The Library Media Center provides instruction and help in the use of library information, materials, and equipment. It is a quiet, attractive, and friendly place for research and study. In addition to providing help and resources for assignments and personal information needs, it also provides recreational books, information, and materials.

Library Media Center purchases include books, materials, and equipment to support the educational goals of GNRVT, as well as those that are fun to read and fulfill student requests.

Traditional resources in the Library Media Center include books, audiobooks, playaways, magazines, and DVDs; electronic resources include the library online catalog and EBooks; research databases including E-Library, Ebsco, Infotrac, and CultureGrams; as well as encyclopedias, career and college information, and local history resources.

Computers are available and equipped for word processing, databases, spreadsheets, and presentations, as well as specialized software including The Printshop, Inspiration, Timeliner XE.

Equipment in the library includes computers, TV, VCR, DVD, video camera, digital camera, LCD projector, and a portable SMART Board.

The Library Program operates with a full-time certified library media specialist and a full-time library assistant. Hours of service are: 7:15 a.m. - 3:00 p.m. Monday – Friday. Academic Support is provided Monday – Thursday from 3-4 p.m.

The library media specialist provides orientation sessions for grade 9 students to familiarize them with basic library routines and expectations. For all students, the library is utilized to teach information and research skills through whole-class, small group and individual instruction that is planned with clear objectives. This includes articulating and modeling the responsibilities of digital citizenship regarding plagiarism, intellectual freedom, intellectual property, and the right to privacy. Lessons are taught in collaboration with teachers, and library staff will provide individualized instruction in research skills and technology as needed. The staff also assists students in finding appropriate materials for independent reading, and solicits student input regarding library projects, collection development, and technology use.

The library media specialist collaborates with teachers to plan curriculum-based projects as well as provide support for collaborative curriculum projects; maintains and promotes a collection of up-to-date and appropriate literature for classroom use and independent reading; and communicates regularly with teachers and administrators through conversations, newsletters, email and professional development.

There are curriculum materials to support all students (e.g., ELL students; students with 504 plans, students on IEPs, students who need academic challenge) in the library and digital collections. The materials and environment facilitate independent and collaborative learning. Furthermore, the librarian demonstrates subject matter knowledge by making broad use of current technology and literature to engage students in learning opportunities that encompass Common Core standards as well as district and school curricula. Materials are selected to support learners at various developmental levels and abilities, and to promote reading with high-

quality and high-interest literature that reflects the diverse developmental, cultural, social and linguistic needs of the students.

The school community is provided with regular updates about library resources, through activities such as displaying new books, creating curriculum topic pathfinders, updating the library website, contributing to the school newsletter, etc. Administrators are provided with an annual library report and information about budget needs. The physical space and on-line platforms support collaborative learning; and the environment welcomes and supports all members of the school community. Library hours provide technology access to students and families who do not have home-based access.

The library media specialist sets SMART goals that are standards-based and data-driven, and plans goals consistent with school-wide goals. Goals may include aspects of facility management. She actively participates in professional development opportunities and professionally directed social media, reads professional journals, and stays current with the forward movement of the school library profession. The specialist reflects and brings new practice and pedagogy back to school-based curriculum and instruction; maintains membership in professional organizations such as Massachusetts School Library Association (MSLA); and participates in on-line professional groups.

Community relations are enhanced through collaboration with staff in the use of school social media, open house events, personal interaction, school newsletters, and other means to build connections with families in a way that both encourages reading for pleasure and supports academic excellence. Materials translated into languages commonly spoken by members of the school community are made available to students and their families.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- students
- school support staff
- school website

Standard 6 Indicator 6

Narrative Program Summary

GNBRVT has a staff consisting of 11 certified special education teachers, one team chair, and four teaching assistants. Three of the teaching assistants hold teaching licenses. Currently, one teaching assistant is supporting a student 1:1. The current enrollment of students in the special education department is 323. 211 students are on Individualized Education Plans and 112 students are on 504 plans.

Each special education teacher has a caseload of approximately 20 students. They have four freshman liaisons who remain with these students throughout their exploratory and permanent shop placements. For grades 10-12, students are assigned to liaisons depending on what shop they are placed in. For example, students in the Automotive CVTE program have the same special education liaison for grades 10-12. This allows for consultation between special education staff, counselors, and CVTE instructors. This does not allow for special education liaisons to be scheduled in to CVTE related classes or vocational programs to support the students.

All special education students are fully included in the regular education setting. There are co-taught classes with special and regular education teachers teaching side-by-side for six days of the six-day cycle. There are collaborative classes with special education teachers/staff servicing students every other day (three out of six days/cycle). There is one sub-separate service that occurs when students are in their CVTE program. This service is called academic enrichment and occurs from 1:30-2:30 only when the students are in their shop. This service is for students who require instruction outside of the regular education setting. These students do not have any available academic support services when they are in academics.

One of the special education teaching assistants has time in the schedule to check-in when students are in the shop. This model is not consistent. There are some CVTE programs that have numerous students with disabilities in them, but they do not receive support regularly, if ever. Struggling students do not have vocational support, and special education teachers and staff do not have time to meet regularly to discuss struggling students.

The district has an ELL population of approximately 80 students this year (2019), along with 90 identified FLEP's (Formerly Limited English Proficient Students) who are monitored as per DESE guidelines. The school offers ESL 1 and 2 level classes for the 80 identified ELL students. Two full time teachers provide the ESL instruction with the support of five ELL assistants. ELL students have a course in their schedule entitled ELL Strategies which is designed to give them time for support with their academic coursework. ELL's are supported in their academic classes by the five teaching assistants. One teaching assistant travels to the CVTE areas to provide support for ELL's in those areas. At this point, the ELL staff deems this as a reasonable level of support. The ELL teachers and staff provide consistent after-school one-on-one tutoring to the ELL students.

ELL and FLEP students at GNBRVT are completely integrated into the student population receiving equitable opportunities and services.

It should be noted that there is a continued increase in ELA MCAS scores for students in all reporting areas.

The ELL program follows MA DESE mandates for implementing intake, assessment, monitoring and reporting procedures. All information and data regarding the ELL population is under the supervision of the school's director of curriculum, instruction, assessment and accountability.

The visiting team was surprised to learn that the district does not have a Response to Intervention (RTI) school-based support model in place. RTI is outlined in the School District Improvement Plan and the development is supposedly underway, but the visiting team could not find evidence of this essential program. There is a District Curriculum Accommodation Plan (DCAP) in place, but surprisingly, it is rarely utilized. This is supposed to be driven by the regular education staff as it is a regular education initiative. The biggest issue/concern with having a RTI system in place is time limitations. Teachers do not have time available in their schedules to complete this work and sit on such committees. In the past, this team was developed by the director of special services and the team consisted of regular education teachers, special education teachers, a psychologist and counselor, and the

school nurse when applicable. These meetings took place after school for 30 minutes. There was not enough time to get much accomplished and it was run by the special education department which was not appropriate. At that time the group disbanded and has not been re-instituted for a number of years. This is an area of weakness for GNRVT.

Teachers participate in two periods of Professional Learning Communities (PLC) per six day cycle (120 minutes/cycle). Some teams consist of the same grade/subject level teachers, while others are specifically designed to occur between co-teaching and collaborative consult teaching pairs. For three years, this has been scheduled with much success. Teachers have asked for this for years and now there is time to collaborate regarding curriculum, student work, assessments, and lesson planning, among other important endeavors.

GNRVT school district has worked with Dr. Deborah Harris for the past three years to ensure success for students with disabilities in the regular education setting. This professional development has been crucial in getting the entire academic staff trained in research-based special education strategies to be used in the classroom. Teachers have participated in co-taught classes for a few years. These positive, established, on-going relationships have provided positive outcomes for students. At this time, every academic teacher (regular and special education) and paraprofessional has been trained in Revitalizing Inclusive Instruction for Students and Educators (RISE). All students participate in English, History, Science, Math, Strategies, Related, and Trimester courses as do their regular education counterparts. We have speech, OT, and PT services for students who have this on their IEP's. These services are provided by licensed professionals through the Southeastern Massachusetts Education Collaborative.

The Special Services department uses assessments from multiple sources in a variety of ways to best support students. MCAS results are used to drive instruction. IEP progress reports and current level of functioning are used to develop IEP's that will allow students to meet annual goals. Parents/guardians provide their feedback as to how to work as a team to help each student reach their potential and end goals of graduation, employment/further education, and independent living. It is more difficult to track data from CVTE teachers because there is not consistent check-ins or support in those areas.

Data that has been provided to the administration clearly identified the need to provide professional development to all staff in best practices for special education population. At this time, all academic teachers and assistants are trained, as well as some CVTE teachers. This work led the special education teachers down the path of better scheduling students in their inclusion classes using a needs basis for services. Throughout the training, teachers found that some students were being over-serviced, while others were being under-serviced.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- students
- department leaders
- school leadership
- school support staff
- school website

Standard 6 Indicator 7

Narrative Program Summary

GNBRVT provides technology resources to its students to promote educational excellence in schools by facilitating resource sharing, innovation, and communication with the support and supervision of the administration. The use of technology is a privilege, not a right.

With access to computers and people all over the world comes the potential availability of material that may not be considered to be of educational value in the context of the school setting. GNBRVT firmly believes that the value of information, interaction, and research capabilities available outweighs the possibilities that students may obtain material that is not consistent with the educational goals of the district.

Proper behavior, as it relates to the use of computers, is no different than proper behavior in all other aspects of school activities. All students are expected to use the computers and computer networks in a responsible, ethical, and polite manner. This policy is intended to clarify these expectations as they apply to computer and network usage. Violations of this policy may result in disciplinary action, a loss of computer privileges, and if appropriate, legal action. The school will cooperate with local, state, or federal officials conducting an investigation related to any allegedly illegal activities conducted through the school computer network.

Users of the school computer system are cautioned that any work on school computers generates an electronic record subject to public disclosure. The wi-fi password is not shared with students and just recently it was shared with faculty members. Students are not able to use cell phones.

Sources of Evidence

- self-study
- teachers
- school website

Standard 6 Indicator 8

Narrative Program Summary

Student records are maintained as follows:

- Attendance: Daily and period attendance is submitted via the student information system. The system is a database and individual student attendance is kept within the student folder in the student information system (Aspen). The attendance is recorded with the student's report card. The attendance officer and her assistant are in consistent contact with students, families, teachers, and administration regarding chronic attendance issues.
- Technical competency assessment: these documents are filed with the CTE teachers and academy administrators
- Academic achievement: Individual student grades are stored in Aspen. This information is updated on an on-going basis. Cycle grades are updated by the end of the next cycle.
- Test results: MCAS history reports are filed with the MCAS office and director of instruction, curriculum, assessment, and accountability. In the fall, DESE sends a written report containing the students who participated in the previous school year's MCAS tests.
- Individual Education Plans or 504 Plans as appropriate: The Aspen system has an IEP or 504 icon next to individual student's names. Teachers are able to click on the document to read it. It is a read-only view. The Special Education office contains individual student files of IEP's and the 504 coordinator has the 504's in the office area.
- Safety test documentation: Record keeping of the safety test documentation is located in the CVTE teachers' and academy administrators' offices.
- Industry recognized certifications: Each CVTE area has this information regarding individual student achievements.

The Family and Educational Rights and Privacy Act (FERPA) is a federal law that covers the maintenance of student records. FERPA affords parents/guardians and students over 18 years of age certain rights with respect to the students' education records. FERPA refers to students over the age of 18 as "eligible students".

Sources of Evidence

- self-study
- facility tour
- department leaders
- school leadership
- school support staff

Standard 6 Indicator 9

Narrative Program Summary

Graduate follow-up studies are conducted in April of each year. The scheduling/reporting coordinator for the principal sends out a mass mailing to the graduates of the previous year's class for the purpose of conducting the state-mandated Perkins 1 Year Follow-Up Survey. Graduates are given a few weeks to respond to the mailing and return the survey in a stamped self-addressed envelope. The district includes postage to help increase the response rate on the mailing. Over the summer months, follow-up calls and emails are made in an effort to reach a 65% response rate from the entire class each year.

The one year follow-up statistics are included in the Spring CVTE Program Statistics for individual advisory committees. All vocational staff members get to see the graduate follow-up data from year to year. In addition to CVTE staff, various administrators and advisory committee members from industry and community review this data. In the event that there are issues that arise with specific CVTE areas, decisions may be made regarding curriculum and the future of the programs.

Sources of Evidence

- self-study
- school leadership
- school support staff

Standard 6 Indicator 10

Narrative Program Summary

The Guidance Department utilizes *Career Cruising* to assist students with the identification of career aptitudes and interests. *Career Cruising* is an online planning program designed to help students find and explore a career that suits them best. The program is designed to assist students in exploring post-secondary education options. *Career Cruising* is part of the curriculum and is a graduation requirement. Students are required to participate in the program beginning in their freshman year and throughout their four years at GNBRVT. Most students have already logged into the program this school year including members of the new freshman class.

Grade 9 students complete the following:

- Learning Styles Inventory – helps students understand what type of learner they are
- Career Matchmaker – helps find careers that suit their interests
- My Skills – interactive survey that matches occupations to interests

Students in grades 10-12 complete the following:

Career and Education Exploration

Career Matchmaker

My Skills

Ability Profiler

Learning Styles Inventory

Other Assessments

My Saved Careers

Career Selector

My Saved Schools

School Selector

Financial Aid Selector

Four Year Education Plan

Education Plan: 9th Grade

– Minimum credits

Education Plan: 10th Grade

– Minimum credits

Education Plan: 11th Grade

– Minimum credits

Education Plan: 12th Grade

– Minimum credits

Career Planning

My Saved Clusters

Career Planning Activities

Learned about dual enrollment

Attend a career/job fair

Post-Secondary Plan

Career & Life Goals

Activities and Abilities

Extracurricular Activities

Hobbies & Interests

Skills & Abilities

Awards & Certificates

Work Experience

Volunteer Experience

Annual Portfolio Development Activities

Annual Review

The Guidance Department utilizes Career Cruising to assist students with the identification of career aptitudes and interests.

Sources of Evidence

- self-study
- student work
- department leaders
- school support staff

Standard 6 Indicator 11

Narrative Program Summary

Students, faculty, and staff are trained to assist with emergency situations. A written Crisis Intervention Plan has been developed and implemented. Evacuation procedures are widely publicized, and regularly scheduled drills are held and results documented.

GNRVT has a comprehensive emergency and safety management plan designed to ensure the safety of students and staff. The district's emergency and safety plan is continuously updated and evaluated in collaboration with local, state, and federal law and safety organizations. The highlights of this plan are listed below:

No person is allowed in the building except through the main entrance without proper clearance. All visitors must enter the school building through the main entrance and be screened by a security monitor at the campus welcome center where they must register. A picture of the visitor is taken and a sticker is worn throughout the visit. Visitors must wear a red visitor lanyard that must hang around the neck. Visitors are required to provide proper identification and are escorted to their destination. All visitors must sign out of the school building at the end of the visit at the welcome center and exit through the main entrance. Only those people who appear in the school information system may dismiss a student. This information will be found on the individual student's information page on the Aspen system. A criminal background check is conducted on all volunteers and school personnel. The school has a full time school resource officer who is present throughout the school day. The SRO is a member of the New Bedford Police Department and is available as a first responder at the school. All students and staff receive ALICE training. Many areas in the school, both outside and inside, are monitored and observed by video surveillance cameras. Tapes of such observations are available to administrative staff as well as the SRO to enforce the law as well as the provisions of the school district. Students and staff are required to wear photo identification lanyards at all times. The district uses an emergency notification to notify parents/guardians and staff using either telephone or email during inclement weather and other alerts.

Evacuation procedures, such as fire drills and ALICE procedures are visible in classrooms. GNRVT has practiced ALICE training. A log of the dates and types of drills is kept by the district. The administrative team and SRO meet with local law enforcement and fire departments about school safety. Every year, the district does security audits throughout the school building programs.

Sources of Evidence

- self-study
- facility tour
- teacher interview
- department leaders
- school website

Standard 6 Indicator 12

Narrative Program Summary

GNBRVT's Admissions Policy has been approved by the Department of Elementary and Secondary Education. Beginning in October 2017, GNBRVT began to use an on-line admissions application process (in addition to the hardcopy paper application). Go2CVTE is a comprehensive software program that allows: 1) students/parents/guardians to apply online, 2) sending schools to upload required data points (grades, attendance, conduct and recommendation), 3) GNBRVT to maintain accurate application records and data and 4) communicate with potential students and families throughout the application process. The administration reports that this program has helped tremendously as the school has received over 1,000 applications each year.

GNBRVT's Admissions Policy does not indicate enrollment allotments for sending school districts (New Bedford, Fairhaven, and Dartmouth). Acceptances are based solely on each student's final admissions score.

The Admissions Policy is available at www.gnbvt.edu (Click Admissions)

The director of guidance/pupil services oversees the process of recruiting and admissions. The director goes into middle schools to explain the vocational opportunities available at GNBRVT. Open House is held and tours are given to showcase the Career Vocational Technical Education programs. The student mentor program has volunteered to go into the sending districts' middle schools to develop relationships with the sending districts but the visiting team learned that not all of the sending communities want to take advantage of this program. New Bedford schools do not give their students in grades 7-8 access to these recruiting initiatives. The students apply and the sending districts provide information to score the applications. Once a score is decided, the applicants are "accepted" to the school and a waitlist is developed. Students take a placement test to assist with scheduling for freshman courses.

Sources of Evidence

- self-study
- students
- department leaders
- central office personnel
- school leadership
- school support staff
- school website

Standard 6 Indicator 13

Narrative Program Summary

The Bus Rules can be found in the Student Handbook (pg. 43).

The assistant principal/head of security meets with the bus company, Tremblay's, to review the bus routes and rules. The visiting team learned that to view the bus routes, a person should go to the GNBVRT Home page click on Parent & Student, then click on School Year info and there you will see the bus routes. Students participate in transportation evacuation drills at the start of each school year. The school's SRO and two security officers assist with the transportation in the parking lot. The bus company works with guidance and security to acquire addresses in order for them to create bus routes for students that live over 1.5 miles away from the school. Issues with transportation are dealt with through Security. A 4 pm and a 6 pm bus are provided for after school activities, tutoring and sports with authorization from a faculty member. Students are allowed to access the afternoon buses with approved documentation from a teacher or administrator.

The director of special education meets with the specific bus/van drivers who are assigned to transport the students with disabilities in specialized vehicles. Specific disability types are reviewed and individual students are discussed due to the nature of the disabilities warranting specialized transportation.

If there is a transportation delay or issue, parents/guardians and students are notified by a phone call, email, or alert in the school app.

Sources of Evidence

- self-study
- department leaders
- school support staff
- school website

Standard 6 Commendations

Commendation

The Special Education and the Pupil Services departments for working collaboratively to support all students at GNRVVT. The administrators, teachers, counselors, and services providers are genuinely kind and extremely professional. It is evident that this staff truly cares for the well-being of their students [6.1]

Commendation

An area is provided for students in need to receive health and wellness items to support their well being (ex: clothing, beauty supplies, footwear, jackets, etc...) Donations are received through school clubs and activities [6.2]

Commendation

GNBRVT for having an exceptional Student Mentor Program. There are 226 students and 38 volunteer staff under the leadership and training provided by guidance counselors involved in the program who are dedicated to 9th grade students to support their transition into high school [6.4]

Commendation

The school's Safety and Crisis Response Plan has been developed to address all possible scenarios [6.11]

Commendation

The implementation of the co-teaching model in academic classrooms. Research proves that students who are fully included perform better on achievement tests [6.6]

Commendation

The teachers for providing three years of an extensive professional development plan to support inclusive practice. Dr. Deborah Harris has trained academic teams to learn about special education practices with her RISE strategy: Revitalizing Inclusive Instruction for Students and Educator, and consulted with some CVTE programs [6.6]

Commendation

The addition of Literacy courses in grades 9 and 10, which have led to increased student MCAS scores in all areas [6.1]

Commendation

The MCAS Strategies courses for students in grades 9 and 10, which support students with MCAS preparation. Students are placed in classes according to grade 8 scores in ELA, STE, and math [6.1]

Commendation

The thorough procedures that are in place that ensure that files are secure and confidential throughout the building.

Commendation

The inclusion of the registrar in the administrative team, who supports the district with student demographics, billing, and student information.

Commendation

The recent hiring of a guidance/adjustment counselor to support increasing student needs.

Commendation

The comprehensive and thorough remediation plans, which are developed for students who fail any class.

Commendation

GNBRVT for having a well-developed and successful Admissions Policy that efficiently addressed approximately 1200 submitted applications to fill 570 slots this year.

Commendation

The Library Media Center for being student-centered and offering a welcoming and safe place for students to learn and teachers to collaborate.

Commendation

The Guidance Department for hosting one of the largest college fairs in the area for all students in grades 11-12.

Standard 6 Recommendations

Recommendation

Develop a comprehensive plan (including community leaders, civic organizations, cultural organizations, employers) to actively encourage sending communities to allow GNBVRT personnel and/or students to address grades 7-8 students in their schools regarding the options available to them at GNBVRT. [6.12]

Recommendation

Continue the provision of professional development for teachers in inclusive classrooms and time for co-teachers to plan and collaborate [6.6]

Recommendation

Increase space in the nursing area to provide private areas for meetings and confidential discussions. [6.2]

Recommendation

Provide a system to support the nursing staff with entering and uploading documentation into SIMS specifically during enrollment of new students. [6.4]

Recommendation

Develop and implement a procedure to ensure the District Curriculum Accommodation Plan is followed per DESE regulations and that professional development be provided for staff on the DCAP [6.6]

Recommendation

Create and implement a plan to incorporate Social Emotional Learning strategies in the academic and CVTE curricula [6.4]

Recommendation

Establish and implement a Tiered System of Support / Response To Intervention Plan that includes a Student Support Team to troubleshoot individualized student issues [6.6]

Recommendation

Address the current student to guidance counselor ratio of 280:1 to be in alignment with ASCA recommendations of 250:1.

Recommendation

Secure a designated space for students with disabilities, in order to support small group testing accommodations or individualized services.

Recommendation

Provide additional support for ELL students while in CVTE programs.

Standard 7 Indicator 1

Narrative Program Summary

The community and the district's governing body provide dependable funding for CVTE, academic programs, and facilities. The superintendent and the administrative team work tirelessly to provide the sending communities with all the information needed to make informed financial decisions. The financial support meets the needs of the school to provide professional and support staffing that meets the needs of the students, professional development for all members of the school community, and periodic revisions of curricula. In addition, it supports the growing demands of technology that include instructional and infrastructure needs, the equipment for CVTE and academic support, as well as the materials and supplies for a high quality education for all students. The district funds a wide variety of programs and services to support and improve student learning and experiences. The visiting team learned that the district has a very strong history of providing the funding for any project or equipment that was deemed necessary. If a project or piece of equipment can be logically justified, the funding is found. The district provides instruction in vocational-technical areas and all academic areas that are required to earn a high school diploma in the state of Massachusetts. Funding for instructional, support staff, and administrative responsibilities has increased over the last five years. Additional monies have also been appropriated for professional development. Technology improvements have also received additional funds. Those improvements are ongoing.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- department leaders
- central office personnel
- school leadership

Standard 7 Indicator 2

Narrative Program Summary

GNBRVT plans for and funds the maintenance and repair of the building, grounds, school plant, and vehicles. The visiting team learned that the district has just completed a series of upgrades and is in process of a five-year capital improvement plan. The school committee and local community are on board and strive to keep GNBRVT up-to-date and relevant. Facilities does a tremendous job. It is a very common remark for visitors to comment that GNBRVT is the cleanest school building they have ever seen. This is a reputation that the school has held since it was opened. Equipment is upgraded and replaced as needed via meetings and discussions between the superintendent and director of facilities as well as the principals and their department heads. A three-year strategic plan in 2018 addresses asbestos removal and improvements to the buildings and grounds. This is being done under the supervision of the director of facilities. Lighting has been upgraded and that project continues. All audits required by the state are on record. Contracts, warranties, insurance, yearly inspections are overseen and stored by the appropriate administrator.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teachers
- department leaders
- central office personnel
- school leadership
- school support staff

Standard 7 Indicator 3

Narrative Program Summary

The district budget for all areas has increased \$203,397 as enrollment has increased. The increases addressed are both for the school as a whole as well as increases in individual programs. The district plan addressed all areas of instruction, and general building and grounds. The goal of these improvement plans is to improve technical proficiency and MCAS scores. All vocational and academic programs have been aligned with DESE frameworks. As enrollment increases staffing is addressed on an as-needed basis. Budgets are increased accordingly with those enrollment increases. Budgetary increases in facilities are made yearly to address normal wear and tear as well as emergency situations. These budgetary improvements allow GNRVT to remain relevant and continue to offer a rigorous vocational and academic education to district students.

Sources of Evidence

- self-study
- facility tour
- teachers
- department leaders
- central office personnel
- school leadership

Standard 7 Indicator 4

Narrative Program Summary

Faculty and building administrators are actively involved in the development and implementation of the budgets and strategic plans. This is all under the direction of the superintendent. The process is clearly outlined in the document attached to the self study. It shows the schedule for one year's budget process. Administrative teams meet at different times during the year. The administrators from the program impacted are involved in the decisions affecting those areas. This type of input is beneficial to ensure what is being done is what will be used and is best for the students and staff. The visiting team learned that unequivocally, the administrators believed that their input was sought and heeded. They felt a real part of the decision making process and the growth of the school.

Sources of Evidence

- classroom observations
- self-study
- facility tour
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- school support staff
- school website

Standard 7 Indicator 5

Narrative Program Summary

The school/center site/facility supports and enhances all aspects of the educational program and is maintained to meet all applicable federal, state, and local laws, and are in compliance with local fire, health, and safety regulations.

The Facilities Management Department has developed and implemented a plan to provide not only an immaculate facility but, also, a safe school environment. It is evident throughout the building that they have a schedule and comply with all state, federal, and local laws. The maintenance department maintains the building's equipment and environment to support all the school's programs and services. Greater New Bedford has an Asbestos Management plan complete with a contract and a hard copy is in the Facility Management Department. School Dude is a program utilized by staff to log maintenance requests and expedite such items in a timely manner. The school has a strong fire system and maintains a healthy relationship with the Local Fire department, and they come in periodically for demonstrations. Boilers and chillers are maintained and scheduled walkthroughs with students are frequent and a natural habit. The city of New Bedford inspects the building annually and occupancy and health permits are prominently displayed. Greater New Bedford recently adopted New York Pro, a water management system that adhere to strict guidelines. Documentation and monthly testing are done with the assistance of an engineering firm.

Sources of Evidence

- self-study
- panel presentation
- facility tour
- teachers
- department leaders
- central office personnel

Standard 7 Indicator 6

Narrative Program Summary

GNBRVT has a detailed student transportation policy. The district has a district policy, a service provider list of rules and regulations, and a student policy that is accessible across the school. All district policies and the service provider rules/regulations reference the Massachusetts General Laws in regards to transportation requirements. The policies are easily accessible to district staff/faculty, parents/guardians and students, and service providers/general public via the school website. Students participate in transportation evacuation drills at the start of each school year. The school's Student Resource Officer and two security officers assist with the transportation in the parking lot. The company they use for transportation, Tremblay's, works with guidance and security to acquire addresses in order for them to create bus routes for students that live over 1.5 miles away from the school. Issues with transportation are dealt with through Security. A 4:00 pm and 6:00 pm bus are provided for after school activities, tutoring and sports with authorization from a faculty member. Students are allowed to access the afternoon buses with approved documentation from a teacher or administrator. If there is a transportation issue, parents/guardians and students are notified by a phone call, email, or alert in the school app.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- central office personnel
- school leadership
- school website

Standard 7 Indicator 7

Narrative Program Summary

The professional staff actively engage parents/guardians and families as partners in each student's education and reach out specifically to those families who have been less connected with the school.

GNSRVT engages parents/guardians and families as partners in a variety of ways, with specific efforts to reach out to those who might potentially be less connected. The newly formed PR/Marketing team has developed a consistent process to acquire pertinent information and has devised strategies to communicate to all of the stakeholders. Connect Ed is one mechanism commonly used to deliver time-sensitive and important information via phone and text messaging. Systematic mailings sent to the home, as well as documents that are sent home with the students, are prepared in various languages.

The school's website, social media and email are consistently used in alignment with traditional means to keep students, families, and the general population informed and routinely updated. The school calendar is maintained in reference to all events, including those that occur after school hours and during weekends and the summer. Designated family members can access the Aspen Parent Portal to monitor their student's grades, attendance, course content and assignments. The guidance and teaching staff make contact with parents/guardians as protocol in reference to student concerns as does the attendance officer and members of the administrative team. There are numerous assemblies, orientations and open forum sessions where parents/guardians can stay informed and ask questions. Bilingual, interpreter and sign language services are available full time. ELL students and parents/guardians are supported during Parent-Teacher Conferences with an interpreter when necessary. Any documents shared through the district and main offices are translated in Portuguese and/or Spanish. There are staff members who are bilingual and are available to support impromptu parent/guardian meetings and/or phone calls as needed. Paid advertising and information are generated by the local newspaper and radio including the local Portuguese radio station. The district has a new van that showcases vocational technical programs and is visible at community events.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- central office personnel
- school leadership
- school website

Standard 7 Indicator 8

Narrative Program Summary

Each of GNBVRT's Ch. 74 career and technical programs has its own Program Advisory Committee. The Program Advisory Committee is tasked with ensuring non-discrimination and equity in each CVTE program. The composition of each group should include per DESE regulations, a chairperson selected from non-school members, a facilitator chosen from the school body members, with the remaining committee members representing the following groups:

- Potential employers from industry or the workplace
- Representatives from post-secondary education
- Members of the Organized Labor workforce
- Registered Apprenticeship organizations
- Racial and linguistic minority
- Non-traditional by gender
- Students currently enrolled in the CVTE program
- Parent/guardian or family member of the student representative

The visiting team reviewed the list of members of many of the CVTE Program Advisory Committees and found the membership to be not compliant with the above stated DESE regulations.

Per DESE regulations, the chairpersons of each Program Advisory Committee is required to meet twice a year with the school superintendent and the General Advisory Committee to discuss issues and concerns relevant to each program and to receive information regarding general school business and policy. The visiting team found no record of the existence of a General Advisory Committee at GNBVRT.

Sources of Evidence

- classroom observations
- self-study
- panel presentation
- facility tour
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- school support staff
- school website

Standard 7 Indicator 9

Narrative Program Summary

Records of all funds collected and disbursed in connection with any part of the school are kept in an accurate and systematic form.

The Business office of Greater New Bedford revamped its verification of the fund collection system in 2011. The prior system was found to be antiquated. The current system holds each department, club or school activity fundraiser accountable with several steps, procedure and balances in place. The district policy outlines how all income sources other than state/federal revenue are to be handled. All funds are documented, and all disbursements are handled by the business office. Each department has a set of General Ledger lines numbers to which they have code disbursements. All invoices are paid on a monthly basis corresponding with the school committee meeting schedule. Many checks and balances are in place to safeguard the collection and deposits of money. Regarding funds for activities, clubs and sports, the visiting team learned from speaking with students and some faculty members, that there is a belief that there is inequity in the distribution of monies...meaning the impression held by some students and staff is that the sports programs get all the money and other clubs such as drama, SkillsUSA, etc must do fundraising.

Sources of Evidence

- self-study
- panel presentation
- teachers
- students
- central office personnel
- school leadership
- school support staff
- Standard sub-committee

Standard 7 Indicator 10

Narrative Program Summary

Funds collected are properly safeguarded. GNBVRT's procedures for the management of revolving funds have been improved significantly by the relatively new business manager. Revolving accounts exist for some of the technical career areas that provide services to the public for a fee, for example, automotive, carpentry and culinary. The funds are established at the request of the academy coordinator and approved by the school committee. Technical area staff provide customers with invoices for services rendered. Payments are brought to the business office with an accompanying, completed deposit form. Deposits are entered into the financial system and the General Ledger line is credited the deposited amount. Purchases and expenditures are made following the district purchasing policy. Purchases and expenditures made in the technical areas must be used in the shop only to benefit students present and/or future. Some of the payments may be for the materials or supplies that support customer's purchases. Some of the CVTE areas give invoices from the purchasing company directly to the customer so no funds are exchanged between school and customer. In some circumstances, customers make donations to shops for the students' work. In those situations, donations are deposited in the same manner as payments for invoices. Donations are used to purchase necessities for technical areas as long as students benefit.

Sources of Evidence

- self-study
- panel presentation
- teachers
- department leaders
- central office personnel
- school leadership
- school support staff
- school website

Standard 7 Indicator 11

Narrative Program Summary

The governing board and the administration exercise control over all financial operations. An appropriate system of checks and balances is in place to ensure integrity in the collection and disbursement of all school funds.

GNRVT has developed district policies for fiscal management, annual budget, and financial reporting. These policies assist the administration and Business Office in establishing, executing, and reporting the annual financial functions and responsibilities of the district. The budget process across the school is detailed from the evaluation of district needs to reporting to The Department of Elementary and Secondary Education at year's end. District policies (District Policies DB- DI) outline priority objectives, the budget and appropriation of expenses, planning and presentation, and district reporting.

The budget process begins with the business administrator meeting with the department administrators to discuss the needs. These needs are then entered into a working document by the school accountant and used throughout the budget approval process. The working document is presented by each department administrator to the School Committee Budget Subcommittee for justification of the requests. There is always a deficit at this time because the state has not provided Chapter 70, 74 and minimum contribution funding at this time. Once the department meetings are completed, the superintendent, business administrator, principals and staff will then remove any requests that will not assist the district's goals for the fiscal year. Once the state funding has been released, the budget deficit/surplus will then determine the district needs. A balanced budget will then be presented to the Budget Subcommittee and then presented in open meeting to the full School Committee by the conclusion of March.

Financial reporting is handled by the business office administrator and school accountant. A monthly report of budget vs. expenses is provided to the School Committee monthly. The final report that is required by the DESE is completed by the school accountant by the required deadline of September 30th. The forms that are used by the Business Office for accounting purposes are a deposit form for any and all deposits. There are separate forms for general fund and/or revolving funds and a form for student activity accounts. The expense transaction does not have a form but a red stamp that every invoice requires with the vendor, expense line, and payment information approved by the department administrator.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- school support staff
- school website

Standard 7 Indicator 12

Narrative Program Summary

Records of all funds collected and disbursed are audited at appropriate intervals in accordance with local and state requirements.

GNRVT follows the district policy (District Policy DIE) that mandates annual audits of all school accounts. The school committee reviews audit reports, presented by the audit firm after they have conducted field work in the school's business office. The school accountant acts as liaison between the audit firm and the district, providing documents and information as requested. Audit results provided point to the district's financial stability.

Sources of Evidence

- self-study
- panel presentation
- teacher interview
- teachers
- department leaders
- central office personnel
- school leadership
- school support staff
- school website

Standard 7 Commendations

Commendation

Faculty and building administrators are actively involved in the development and implementation of the budget. [7.4]

Commendation

The community and district provide dependable funding dedicated to technology support and ensuring sufficient professional and support staff. [7.1]

Commendation

The school community develops, plans, and funds programs to ensure that the facility supports and enhances all aspects of the educational program. [7.5]

Commendation

The budgetary improvements, which allow GNBVRT to remain relevant and continue to offer a rigorous vocational and academic education to district students. [7.3]

Commendation

The collection of maintenance records of all equipment and the preventive maintenance schedules, which keep everything running like a well-oiled machine. [7.5]

Commendation

The adoption of a water management system and monthly testing. [7.5]

Commendation

GNBVRT for acquiring the new vehicle that showcases the school's vocational programs. The van is seen at many community events as an opportunity to start vocational discussions within the community. [7.6]

Commendation

The refurbished verification of the funds collection system. [7.9]

Commendation

The strategic efforts to outreach to those families who have been less connected with the school has helped to engage additional families as partners in each student's education. [7.7]

Standard 7 Recommendations

Recommendation

Continue the allocation of funds to keep CVTE programs up-to-date and relevant. [7.1, 7.2, 7.3]

Recommendation

Continue the replacement of mechanical equipment that is past its life expectancy. [7.5]

Recommendation

Develop and implement a plan to disburse equitably funds to the sports programs and activities and clubs. [7.9]

Recommendation

Review the membership of all CVTE Program Advisory Committees and actively recruit individuals to serve on each committee so that each PAC is in compliance with DESE regulations. Teachers cannot be listed as members of their program's PAC; they can serve as ex-officio members. [7.8]

Recommendation

Follow DESE regulations with respect to the required semi-annual meeting of each PAC chair with the superintendent and the formation of a General Advisory Committee with a representative from each PAC to meet annually with the School Committee. [7.8]

English Language Arts

Narrative Program Summary

ENGLISH LANGUAGE ARTS

1. Program Basics

The classrooms used by the English Department are located on the second floor of the B Block and J Block. In B Block, there are two bays of four classrooms each (bays share a hallway) and two independent classrooms, while in J Block, there are six classrooms, for a total of 16 classrooms. Each classroom is equipped with an interactive whiteboard, teacher computer, and Chromebooks for student use. Classroom doors are marked with the room number and the name of the teacher(s) based in the room. Each room has a minimum of two exits, and all have signage indicating emergency evacuation routes. The ELA classrooms are filled to capacity with furniture, student desks, materials and students. The rooms are decorated with student-generated materials, teacher materials as well as with procedural information such as bell schedules, all contributing to a positive working ELA environment.

2. Curriculum

The ELA curriculum at GNBVRT is aligned with the Massachusetts English Standards (DESE). There are 19 English teachers and three teaching assistants in the English Department. The four core English classes for grades 9-12 are divided amongst the teaching staff. There are four English teachers leading the grade 9 Strategies classes, five leading the grade 10 Strategies classes, and four teachers leading the Research and Writing for College and Career Readiness courses. Core classes include: grade 9 Survey of Literature; grade 10 World Literature; grade 11 American Literature; and grade 12 European Literature. All core classes are available as co-taught, CP-S, CP-I, and Honors sections. Three Special Education teachers participate in the co-taught model. Grades 11 and 12 also offer an Advanced Placement course.

The visiting team observed scope and sequence documents which show attention to vertical alignment and discussions with instructors revealed careful planning around available resources to ensure that students can build on themes from year to year (e.g., use of similar themes but different texts and levels of depth from ninth to tenth grade based on the popular *myPerspectives* textbook). The teaching team reports that modification and revision of curriculum are on-going and that a department-wide review will happen at the close of the trimester utilizing the most recent set of created instructional materials.

Performance expectations for each grade level curriculum are noted in each grade level curriculum document. The core ELA curriculum has a focus on teaching and learning techniques of literary analysis as well as writing in the three modes: narrative, argumentative and expository.

Teachers' documented lesson plans show evidence of alignment with their written curriculum.

3. Instruction

Teachers in the ELA department have Passion and use the passion to reflect on their practices.

Teachers are experimenting with a new methodology learned from a professional development text on teaching reading strategies. They are in the process of learning the new features of the Google platform and how it benefits their teaching and learning. Teachers also use their Professional Learning Communities (PLCs) to reflect on their practices. PLCs are in the third year at GNBVRT. Each ELA teacher meets with a PLC twice a cycle during one of his/her prep periods. Teachers report that PLC time allows them the opportunity to collaborate on curriculum, plan lessons, develop materials and assessments, and to share practices. PLC time impacts instruction. Teachers do report, however, that PLC time shared with colleagues whom they do not share an assignment with may not be as productive.

Students are being taught through a combination of teacher- and student-centered instruction. The present shift from a teacher-centered to a student-centered instructional environment was observed by the visiting team. Classes observed were divided into mini-lessons or reviews at the start with independent or group work on projects and classwork to follow. Students were observed at all grade levels and instruction varied. Many classes were using Chromebooks where students were engaged in a variety of tasks: writing a response to literature, listening to an audio of a text on computer, annotating a text using the comments feature of Google Docs, writing a research paper, and creating a storyboard of a text. Students were all engaged and on task in every class. Students came prepared with materials, readied themselves immediately for learning, and demonstrated ownership of their materials. Many students have organized binders for their materials. Students engaged and participated in lessons by responding to teacher-led questions, presenting to their peers as well as by working cooperatively in groups on a common task. Similarly, technology is integrated in grades 9 and 10 with the use of the *myPerspectives* text's audio program, which allows students to listen to and read a text at the same time.

Higher-order thinking tasks are present in students' research papers where they select a topic and create their own thesis. Student selected topics range from Juuling and Heroin addiction to the Amazon Rainforest Wildfires and new Synthetic Womb Technology (from a Medical Assisting student, of course). In another class, students are asked to create a storyboard that demonstrates a character engaging in and then rejecting biased/stereotyped behavior. Other students are asked to demonstrate their understanding of theme by reading a text and writing a theme statement about that text. The English and CVTE curricula are integrated through the mechanism of generating and updating resumés (grades 11 and 12) and writing and updating goals essays (grades 9 and 12) for program portfolios during English classes.

Co-teaching with special educators and ELL teachers allows for regular differentiation for specific student needs. The team learned that the ELA department now has Chromebooks available to every student in every English class. Teachers are using the Google platform and its features to allow more engagement with and response to written student work. Many teachers have set up Google Classrooms and are successfully using that platform to teach and engage learners. Differentiation is possible using this platform as teachers can post materials for students to learn at their own pace, while others may be able to move on.

Two grade 10 classes co-taught by an ELA teacher and a special education teacher are benefitting from their PLC planning time. Teachers plan lessons and activities to increase student engagement and reduce undesired behaviors with the text *Oedipus*. Teachers created a step by step guide for teaching students how to write a journal entry from the perspective of character. Teachers gradually released responsibility by modeling followed by student practice and student production of the task. Students were observed actively engaging with and responding in writing to their text, using the features of Google Docs annotation.

ELA classes at GNBRVT run smoothly and without disruption. There is focus and respect toward the teacher and each other in each class. Students were actively engaged in learning tasks with seriousness of purpose.

ELA teachers and special educators co-teach or "push in" to provide support for classes with students on IEPs and students who are ELLs. IEP accommodations are being met.

4. Assessment

The ELA Department uses the initial results from the STAR assessment to identify a reading lexile for every student at the beginning and end of each year. The assessment results are tracked to identify improvement in reading levels during the year and over the course of a student's four years at GNBRVT. Teachers use the AR (Accelerated Reader) test results to help every student select an independent reading book for each trimester.

Formative assessments observed were vocabulary quizzes, short and open responses to literature, annotations to literature, research essays, visual character mapping of novel, teacher check-in and oral reading and various graphic organizers asking students to track elements of their reading. Pre- and post-tests were also identified as key pieces of the ELA assessment portfolio.

Teachers were observed using the comments features of the Google classroom to provide immediate, formative feedback on student writing. Many teachers were observed utilizing the Google platform to provide more immediate and timely feedback to student work. Rubrics are created by teachers for each unit and used accordingly throughout; students were observed using project outlines with the rubric attached.

Summative assessments occur at the end of cycles, units, or trimesters. Assessment results are reported to students and parents via progress reports and the student grading portal.

Uniformly across classrooms, even those shared by multiple teachers, lesson objectives are clearly posted in the classroom (whiteboard, bulletin boards) and as well as in representative syllabi collected. Teachers employ a range of assessment strategies including teacher-developed project and essay rubrics that were observed being used.

5. Clubs & Awards

The English Department does not track student participation in co-curricular activities.

6. Faculty

English teachers stay up-to-date in their field through regular professional development, graduate level work, partial tuition reimbursement courses, and interdepartmental sharing.

7. Adequate Resources

The English Department recently acquired Chromebooks for every ELA classroom resulting in computer availability for all students in ELA every day. Grades 9 and 10 are using a new textbook series called *myPerspective* which has an accompanying audio/media program.

All observed classrooms have an interactive whiteboard. The visiting team observed that the department needs newer/updated materials. Class sizes are large and there is an abundance of furniture in each room making it difficult to move around the room with ease.

8. Climate

The climate in the ELA department is positive and collaborative. There is a sense of Passion among the staff for their work. Now in their third year of the schedule change which cut back teaching hours, the staff is adjusting to their four-period a day teaching load, with two PLC meetings and four preparation periods per cycle. Core ELA teachers are able to focus on their content while the ELA Strategies and the Literacy teachers supplement the teaching of the many required ELA skills.

LITERACY

Program Basics

The Literacy program is located on the second floor of B Block, and consists of three classrooms grouped together. The classrooms, B212b, 213, and 213A, are adjacent; the department head's office is located in Room B227 in the opposite corner of B Block. There are a limited number of desktop workstations in each room (low of one, high of four). Classrooms are equipped with SMARTboards. The rooms are clean and organized. The size of the room and the number of desks needed to accommodate (~20 single arm desks) students means that there are desks blocking one of two egresses in at least two of the classrooms. There is clear signage on the main door with the emergency exit route highlighted. The classrooms have bulletin boards with exemplar work and motivational posters. Learning targets and course objectives are clearly stated on whiteboard space.

Curriculum

The Literacy course for grades 9 and 10 was introduced in 2017-18 as a preparatory measure for the MCAS, however it is also clearly a work of Passion on the part of the Literacy teaching team that created it. All grade 9 and 10 students take this class one trimester per year. The literacy curriculum is designed to supplement the ELA curriculum with a focus on teaching strategies for engaging with texts in service of the MCAS. The curriculum is designed to target skills such as activating prior knowledge, identifying audience and purpose, close reading, text structure, text features, and accountable talk that might not be able to be addressed in a core English class. As well, Common Core Standards of Key Ideas and Craft and Structure were seen in instructional action. Students do class assignments, vocabulary quizzes, unit assessments, and homework; vocabulary is given a priority, whether it is career vocabulary or domain-specific vocabulary. Informational texts that serve as material for the curriculum is taken from some career technical areas as well as from other sources

PLC time (two times per six-day cycle) is being used to write and revise the Literacy II curriculum so that vertical alignment with Literacy I occurs. Because the program is still so new, teachers are constantly examining and refining lessons and units. Currently, five units of focus include communication, organization, two reading units, and a presentation unit. Students are expected to leave this course with proficient reading, writing, speaking, and listening skills that they can apply across the academic curriculum and shop/career and technical area.

Instruction

Teachers meet regularly to examine curriculum, discuss problems of practice, and engage in reflective conversations. PLC sessions are two hours per cycle (two, one-hour sessions; one session every three days) but instructors indicated that they engage in informal PLC conversations several times each day. In the class sessions observed, the ninth grade students were writing and proofreading two-paragraph essays for their portfolios. The subject of the essay was how GNBVRT is preparing them for the workforce and students were required to use and underline eight words from a career vocabulary list (e.g., resumé, qualifications, reference, etc.). The lead teacher conducted a mini-lesson on proof-reading marks and students followed along with a handout as she used the SMARTboard to model the usage of the marks. The students then practiced using the marks on their own writing and assembled the proof-read piece and other materials into a binder that will be graded as a test for the course. The teacher indicated that understanding “notebook methodology” would be a critical skill in the shop and for assembling the students' final portfolios. She explained that the binder work was practice for following directions and getting organized. The connection between the Literacy learning and the vocational-technical program participation was made very clear. The students were largely on task with small pockets of chatter that the teacher redirected. Some students were missing handouts or other materials and the teacher was easily able to provide them with what was needed.

Students in another observed class were engaged in a unit on Communication. The objective posted on the board was: To identify stereotypes in American culture. According to the unit syllabus, during this unit cycle, students learned new vocabulary specific to this unit. They read an article called “Social Constructs”; they viewed a film clip titled “10 Painfully Racist Moments in Disney Movies They Want You To Forget”; they watched the TED Talk “The Danger of One Story”; partner read another article “Misinformation and How it Spreads on Social Media.” Students have been taught the Cornell note-taking techniques to identify main and supporting ideas; they use Chromebooks on a regular basis to complete open responses with guided templates. Students use index cards to review and study vocabulary relevant to each unit and also have the opportunity to receive one-on-one feedback from instructors after 2:30pm whether for quiz prep or additional or supplemental instruction.

Assessment

The Literacy program uses formative and summative assessments to assess students' progress. A pre-test is administered at the beginning of the course to a) determine areas of need in literacy and to b) provide a baseline score that can be compared to a post-test score at the conclusion of the course. The pre-test is a reading which students are expected to annotate to show evidence of close reading. The post-test is the same. Data is not

formally disaggregated. However, instructors attend to areas of need observed from the pre-test and through feedback from formative assessments. Lesson objectives are indicated on the course syllabus each cycle. Daily lesson objectives are also posted in the classroom and verbally articulated by teachers at the beginning of each class. Teachers also provide exemplars of assignments when available. Post-test results demonstrate what students have learned. They also reveal areas of instruction that could be strengthened for the following year.

Students demonstrate their understanding of concepts such as cause/effect and compare/contrast and other literary terms via visuals they create and post on class bulletin board. As a summative assessment for the stereotyping unit, students demonstrate via storyboarding their understanding of narrating a story without bias and narrating a story in which a character rejects bias. There is a particular focus on test-taking skills and using Literacy class to foster them in advance of students taking the MCAS.

Clubs & Awards

The Literacy program does not track the co-curricular activities of their but reports that many ninth and tenth graders are active in them.

Faculty

All three faculty members are on track to earn graduate and postgraduate degrees in relevant fields. A disconnect between the Literacy department and the ELA department was indicated, including separate professional development and PLC activities.

Adequate Resources

Apart from the size of the classroom spaces, the department appears to be well resourced and staffed and no indication was made that there are unmet needs from a staffing or supply perspective. A large order of Chromebooks was made, moving the school closer to 1:1 access. Still, it was indicated that many students do not have fundamental computing skills, posing certain challenges, even in a 1:1 environment.

Climate

Teachers report a positive climate in the four-person department (three teachers, one assistant). Informal collaborative conversations occur frequently within the department. It was indicated that ELA and Literacy operate in isolation of each other and that there might be resentment from one department to the other. Instructor-student relationships seemed solid and healthy with many students declaring their excitement for having Literacy first block the following day. Students greeted the teacher cheerfully upon entrance and dismissal was cordial.

English Language Arts Commendations

Commendation

ENGLISH LANGUAGE ARTS

The overall, ELA MCAS scores, which are on the rise and are exemplary, especially for special populations. The team also commends the attention given to the core values of **Preparation, Passion** and **Perseverance** throughout this amazing program. [5.1]

Commendation

ENGLISH LANGUAGE ARTS

The teachers' **Passion**, which was evident as they explained resurrecting a Shakespeare Festival for AP students. [5.1]

Commendation

LITERACY

The development of this program from the ground up to provide students with adequate time engaging with text and focusing on all domains of Literacy (reading, writing, speaking, and listening) prior to engaging in real-world applications through placements and co-ops in their eleventh and twelfth grade years. This aligns with the core value of **Preparation**. [2.1]

Commendation

LITERACY

The department's attempts to include assignments relevant to the school's vocational-technical programs in its curriculum by the use of voc-tech program texts and articles connected to industry, related fields, and the world of work for Literacy tasks creates a bridge between related programs and voc-tech programs. [2.5]

Commendation

LITERACY

The dramatic increase in MCAS scores since the inception of the Literacy program in 2017-2018 as reflected in the MCAS reporting areas for ELA, that have shown an average of 30% growth over the last three years. [2.1, 4.6, 6.1]

English Language Arts Recommendations

Recommendation

ENGLISH LANGUAGE ARTS

Reconsider class size in the ELA program in order to optimize instruction, given the number of teachers, amount of learning tools and resources, physical space of classrooms and the availability of 1:1 devices/computer lab seats. [6.2, 6.5, 6.11]

Recommendation

ENGLISH LANGUAGE ARTS

Develop and implement a plan for providing professional development opportunities to teachers, based on pedagogical goals at the departmental level and also as part of a whole-school teacher professional development plan. [3.5, 5.3]

Recommendation

ENGLISH LANGUAGE ARTS

Provide additional collaboration time during the day for the ELA teachers with considerations made for grade-level PLCs. [3.4]

Recommendation

ENGLISH LANGUAGE ARTS

Evaluate current textbooks used in the upper ELA grades, which are out-of-date, and may not be a resource for the vertical alignment the lower grades have established via *myPerspectives*. [3.4]

Recommendation

LITERACY

Rearrange classroom space so that students can more comfortably fit into desks, see what is being projected, and exit the room through the second egress in the event the main egress is compromised. [7.5]

Recommendation

LITERACY

Incorporate a computer literacy component into the ninth and tenth-grade cycle to facilitate the use of Chromebooks, desktops, and software applications that currently pose a barrier to learning for many students. [6.5]

Recommendation

LITERACY

Develop professional development opportunities that serve both the ELA and Literacy staff at the same time [5.3]

Health / Physical Education

Narrative Program Summary

Program Basics

The Physical Education/Health Department is located predominately in the area of the building nearest the Z. Walter Janiak Field house. The area is comprised of the four courts of the field house, recently renovated and well appointed strength and conditioning room, locker rooms, a gender neutral lavatory and locker room, and full indoor track inside. Directly outside are a rubberized track and field turf football and softball fields. One notable exception is the room in which ninth grade health classes are taught, which is on the far end of the building, negatively impacting instructional time. Previously, the department had a classroom closer to the field house, which is now being used for Legal and Protective Services storage. Locker rooms for boys are located on the first floor, nearest the Physical Education teaching spaces whereas the facilities for girls are on the second floor and not as spacious as those designated for boys. There are ten teaching and learning spaces for Physical Education classes, comprised of sections of the field house, weight room and outdoor areas.

There is adequate equipment and there are adequate supplies but not adequate storage space for equipment, such as hurdles and volleyball standards, resulting in obstructions and safety hazards within the teaching space during certain times of year. The facilities department has begun to address a short list of safety hazards that were identified in the self study, yet some of those hazards still need to be rectified. They are: the installation of a phone in the strength and conditioning room, the installation of a working lock in the gender neutral facilities and the addition of space for equipment currently being stored in instructional areas. The area, in keeping with the upkeep of the entire school, is clean and well organized. The indoor and outdoor facilities are welcoming and well-appointed and emergency evacuation routes and signage are easily visible

The new strength and conditioning room is a terrific asset yet isn't utilized by students who are not part of the athletic program. The school had a strength and conditioning coach last year who regularly worked with all students. That coach resigned and the position has not been filled.

Curriculum

The curriculum varies by grade, resulting in inconsistencies from year to year and a sequence that is not developmentally appropriate. The health curriculum, which is comprehensive (opioids/drug education and prevention, human sexuality (RAPP Program, personal health, mental & emotional health, violence prevention, pregnancy and nutrition, is delivered only to ninth graders for one trimester. Ninth, tenth and twelfth graders take physical education classes every day for one trimester. During that trimester there are ten units, each lasting three days. Eleventh graders take physical education classes all year, but only one day per six-day academic cycle; this is a weak spot in the health/physical education sequence due to a lack of momentum and continuity.

The curriculum has in recent years been revised by the teachers to reflect a more skills-based emphasis. Units include football, hockey, soccer, softball, volleyball, net games, cooperative games, weight lifting, conditioning, basketball and fitness testing. All curricula are developed in alignment with the Massachusetts State Frameworks for Physical Education. Physical Education is limited to team based sports and does not include team-building and problem-solving curriculum.

During the curriculum revision, special care was taken to integrate the core values of the school, notably Persistence. Teachers review the curriculum regularly during their professional learning team (PLC) time, and by the department as a whole during their once-monthly meetings.

Instruction

Instruction is delivered by five licensed teachers, two of whom are female and three of whom are male. The

athletic director serves as their direct supervisor and he observes their instruction 12 times per month, reporting his findings to the academic principal, who evaluates all teachers on a yearly basis per state requirements. Physical education classes are frequently displaced for other activities in the field house, which significantly disrupts instruction, sometimes for multiple days. On days when testing, craft fairs and such take place, no physical education classes take place.

Teachers meet formally and informally to revise and write curriculum, design instruction, confer about assessment data and tweak their curriculum, pedagogy, lesson plans and plans for individual classes and students. Use of PLC time twice per cycle is devoted to all of the efforts described above and teachers and athletic director describe these efforts as productive, ongoing and fluid.

Instruction as observed during the visit, was well planned, expertly delivered and thoughtfully designed to meet the needs of all students. Laudable elements of the classes are:

- Introduction to the lesson, with explanations about why the lesson was important
- Warm-up for injury prevention with modeling, explanation and participation by the teacher
- Evidence of routines that maximize time on learning and classroom management
- “Students will be able to” (SWBAT statement spoken and reiterated)
- Good content knowledge and explanation
- Modeling of important exercises with explicit description of modifications (differentiation)
- Lessons designed to make learning, and working out, fun and interesting
- Student-centered elements throughout the lesson

Physical education classes are inherently student-centered yet there is evidence that the instructional staff at GNBRVT have made the strategy central to their instruction. Teachers ensured every student took a meaningful part in the observed lessons and individualized instruction to suit the needs of all learners. This was evident in provisioning, lesson design, instructional methodologies and a caring, nurturing, fun approach. These same elements lead to a decreased need for classroom management moves. Teachers seem to know the students and were observed anticipating the needs and behaviors of students so as to minimize distractions and misbehavior.

Students are given daily grades and unit grades, which feed into data that is used to inform curriculum and instruction, examples of which are provided elsewhere in this document.

Assessment

Students are assessed within and after every unit, at the beginning and end of each trimester in ninth and tenth grades, and longitudinally during their high school tenure. Each three-day physical education unit results in a unit assessment that teachers choose from a set of teacher-designed assessments. Assessments include skill-based rubrics, physical assessments and written assessments. Fit testing is done for ninth and tenth graders at the beginning and end of every trimester by the use of a modified NATP model. The results of the fitness tests for all students are aggregated, disaggregated and examined by the department after every trimester with adjustments to the curriculum as a result if necessary. Students are given a daily grade based on Preparation (70%), participation (20%) and behavior (10%).

Student assessment data is shared with students regularly throughout the term and parents/guardians are informed of progress on progress reports and report cards. Teachers reach out to guidance counselors and parents/guardians if students struggle.

Lesson objectives are typically communicated verbally to students at the beginning of every unit and class. Space constraints prevent the use of whiteboards for this purpose but the department is exploring some solutions such as purchasing portable whiteboards that could be stored in the gender-neutral facilities.

Teachers have developed common summative assessments for all units. Some units have multiple assessments and teachers can choose among them to implement in their classes. Students are also evaluated with department-wide daily participation rubrics and department-wide skills-based rubrics.

Teacher judgment and observations are used as formative assessments. Teachers also use observational data of student skills to adjust instruction and provide students necessary feedback to promote student growth.

Regular fitness testing is also used for ninth and tenth-grade students. Department-wide rubrics are used for daily grades.

Student data is tracked continuously from freshman to sophomore year. Fitness testing is done on a department-wide basis at the beginning and end of each trimester. This data is filtered by gender and grade and is used to drive decisions about curriculum and have led to changes in practice, for example extending the warm-up period of classes to 10 minutes. The department head encourages and responds to student feedback regarding the need for the continuation of health-related education for 11th-grade students.

Student Clubs and Awards

Physical Education grades are a part of the criteria for the Renaissance Awards. Students from Physical Education classes are regularly nominated for Bear Awards.

Faculty

Physical Education and Health teachers participate in school-wide professional development. Teachers obtain necessary training and professional development to maintain certification for licensure. There is no Physical Education specific professional development. Physical Education teachers keep up-to-date in their field through professional development, which may occur through conferences, continuing education, webinars, and certifications for licensure. While they receive general academic professional development, there is no Physical Education-specific training. Physical education teachers are leaders in the school community. They engage in professional conversations during PLC groups and department meetings to make data-driven decisions on curriculum and instructional changes to ensure the success of all students in achieving department-wide fitness goals. Physical Education is a graduation requirement for all students.

Adequacy of Department/Program Resources

The Physical Education department has sections of up to 40 students with one instructor. Although the class has been efficiently managed, it is a combined class of 9th and 10th grade. This presents not only a potential safety problem for students but a disruption to the scope and sequence of the curriculum. The equipment and facilities are clean and in working order, however much of the equipment for PE and sports is stored in areas of the gym used for class. This lack of adequate storage space presents a safety issue for students. The budget is sufficient to implement the needs of the curriculum.

Climate in the Department/Program

The climate of the Physical Education Department is collaborative and supportive. Individual instructors recognize strengths and time constraints of all members of the team. Most of the teachers are coaches. Assistance and support by all members of the staff are provided to ensure students have a positive experience in physical education. Teachers in the Physical Education and Health Department meet two times in the cycle for PLC groups to discuss curriculum, instruction and make adjustments based on student performance and data review. In the Physical Education office, there is space for all the teachers to meet and it appears to be collegial and positive environment. Teachers appear to meet regularly during prep and lunch periods.

Health / Physical Education Commendations

Commendation

The care, cooperation and motivation of the faculty, who work collaboratively with one another and with their students [3.4]

Commendation

The curriculum revision to shift toward a skills-based curriculum, instruction and assessment supported by the academic principal, who spearheaded the inclusion of physical education and health classes into the school's graduation requirements [2.7]

Commendation

The interest in partnering with local social service agencies such as The Women's Center to augment the school program and increase health offerings for eleventh-grade students [7.8]

Commendation

The department's actions to ensure gender equity within the department, namely the more equal distribution of male and female teachers within the department [5.2]

Health / Physical Education Recommendations

Recommendation

Increase storage space in order to remove equipment in PE instructional spaces [7.5]

Recommendation

Relocate the health classroom, so as to be closer to the rest of the department's classes.

Recommendation

Create and implement a plan for content-specific professional development for health and physical education staff [5.3]

Recommendation

Continue curriculum development to address the lack of momentum and continuity in the eleventh grade year [2.7]

Recommendation

Create and implement a plan to address oversubscribed classes in ninth and tenth grade [2.1]

Recommendation

Create and implement a plan to increase non-athletes' accessibility to the Strength and Conditioning Room [7.1]

Recommendation

Install working locks in the gender-neutral facilities [7.5]

Mathematics

Narrative Program Summary

Program Basics

The Math Department is located in the academic section of the school. There are a total of 16 classrooms located in the area designated B and J block on the third floor. All math classrooms have interactive whiteboards and a classroom set of calculators (either TI30XS or TI 83/84 calculator). Typically, there is one printer per four classrooms. The department utilizes an array of ancillary materials for instruction including but not limited to: Kuta Software, Graphing Programs, and STAR Match and IXL in Math Concepts classes. Classrooms are clearly marked with teacher's names, emergency evacuation routes, and exit signs. The classrooms are neat, organized, clean with no obvious health or safety issues. Classroom walls are decorated with student work and/or math posters.

Curriculum

The Math Department consists of 20 teachers (including the department head) and three teaching assistants. Students typically take Algebra I (9th grade), Geometry (10th grade) and Algebra II (11th grade). Algebra I, Geometry and Algebra II are available in three levels: Honors, CP-I and CP-S. Pre-Calculus, Honors/Differential Calculus, Trigonometry, Statistics and AP statistics and Algebra III are math options available in the 12th grade. Virtual High School is used to expand math opportunities beyond what is offered in traditional classes at the school. Of the 20 math teachers, many have professional certifications and some are dual certified in both math and special education. A Math Strategies course is open to 9th and 10th graders. 10th graders who are in need of additional reinforcement take a Math Concepts course. These courses have a skill-based/mastery component and are designed to increase student success on the MCAS test. These courses participate in cycle contests to promote enthusiasm and increase student achievement of math objectives within IXL. The Math department develops the curriculum which is aligned to the Massachusetts Mathematics Frameworks and utilizes the district approved curriculum template. The department also uses a common lesson plan template and common templates for the scope and sequences. Most of the lessons are developed by the department, there is little reliance on textbooks. This allows a high degree of flexibility for aligning curriculum to changing standards and easy modifications for struggling learners. Students are graded on a 100 point scale and must attain a minimum grade of 65 to pass courses. Course grades are based on homework/daily work, tests and quizzes as prescribed by the administration. All work is designed to allow students the opportunity to practice towards the mastery of concepts and students are allowed to improve on assignments per the guidelines of the Student Handbook. Curricula are reviewed and updated as needed. Geometry is currently undergoing a revision. Teachers are also placed in Professional Learning Communities (PLCs where curricula are constantly revisited.

Instruction

Teachers are regularly evaluated in a formative and summative manner. Department chairs observe teachers using a rubric implemented across all disciplines. The department supervisor uses these as an evaluative tool for teachers. Administrators and the department head also participate in Learning Walks that are non-evaluative. Most teachers meet in subject PLC groups. Members of PLC groups include all instructional stakeholders (subject area teachers, teaching assistants, special education teachers, and ELL teachers. PLC meeting groups happen at least twice every cycle. Agendas for PLC meetings are determined primarily by teachers and submitted to the math department chair prior to meetings. Data discussed at PLC meetings may result in remediation for struggling learners or an adjustment in lessons as appropriate. Instructors are highly collaborative with shared drives used to post lessons, notes and curriculum.

The visiting team observed instruction that included real-world problems, cooperative groups, and turn and talk. Teachers cue expected behavior and assist students as needed but also allow students to Persevere and attempt to find their own solutions. Warm-ups are used to assist student review of material and also as formative assessments for teachers to identify parts of the material that require additional review before moving on. The department head encourages a teaching approach that supports teachers to assist struggling students and

ensures student mastery of objectives. The Math Concept course currently includes the use of technology, specifically IXL, to target individual needs for gaps in student mastery of objectives. Students work at their own pace with individual goals and classes also compete in department-wide competitions for mastery of concepts. Student advancement is contingent on receiving at least a 65 average in the course prior. If a student does not meet that standard, they are not permitted to advance to the next level. The software has been implemented to familiarize students with comfort levels doing math and entering results into the computer. This was implemented when MCAS became a computer-based test.

Students are consistently encouraged to collaborate and discuss solutions to problems. Students are supported by math instructors, teaching assistants, special education teachers, and ELL certified staff. Teacher collaboration includes PLC time with co-teachers, ELL instructors, and teaching assistants.

The visiting team observed that technology is purposefully and thoughtfully implemented in the classroom. Teachers use technology to support student achievement. Plickers were observed for use as a warmup while students solved problems. Teachers actively circulate among students and provide cues to assist students. Interactive whiteboards are present in all classrooms and teachers displayed a high level of effective implementation. Web-based programs like Accelerated Math and Kuta software are also used throughout the department. TI30XS and/or TI84 calculators were present in classrooms for student use. There were enough resources for all students. Students are on task with high levels of engagement. There was no evidence of off-task behavior and students managed routines and transitions efficiently indicating implementation of effective classroom management strategies. A school-wide progressive discipline policy is used. There are prescriptive steps taken by teachers prior to students being sent out of the classroom. Department heads have received training in the implementation of the Progressive Discipline Plan to ensure that consequences are handled equitably regardless of who is handling a situation.

Assessment

Students are assessed prior to attending GNBVRT using a Freshman Placement Exam. This exam, in addition to previous MCAS scores, is used to determine student placement. Students come from diverse backgrounds and this allows teachers to appropriately determine the most beneficial course and level of support for new students. Student progress is assessed regularly through formative assessments embedded in the lesson. Student responses are collected via informal polls, Plickers, and teacher observation. Teachers address difficulties students are having immediately and provide students with meaningful feedback to correct mistakes. Data is continually analyzed in PLC groups and is a driving force behind changes in curriculum and instruction. Teachers use a wide variety of strategies in formative and summative assessments including using technology for formative assessment and whiteboards to display solutions to problems. Homework is checked for understanding and teachers ask students about their comfort level in completing assignments. Cumulative historical data is analyzed to determine overall trends. Teacher evaluation of SMART goals is connected to common assessment data. Feedback is given to students quickly and gaps in understanding are addressed immediately. Whole department data is used to drive changes in curriculum and individual teacher data is used to assist in the modification of teacher implementation strategies.

Communication about student achievement is communicated through the Aspen 2X. All parents/guardians have access to this data. Lesson objectives are stated at the beginning of lessons and are included in lesson plans and curriculum materials. The team observed that lesson plans are posted in some classrooms along with clear agendas and expectations for the lesson.

Student Clubs and Awards

Students have access to co-curricular activities, such as Honor Bowl, SkillsUSA, and the Robotics Club which include competitions against students from other schools, districts and states.

Faculty

Math Department staff maintain Individual Professional Development Plans that are reviewed by the administration. Professional Development is planned throughout the school year to address faculty needs. Math Department staff participate in Professional Learning Communities (PLCs) based on the courses they teach.

Adequacy of Department/Program Resources

The Math Department is well staffed with the large majority of the instructors holding professional certificates. In addition to classroom sets of calculators, all classrooms have interactive whiteboards, desktops and classroom sets of Chromebooks. The Math Department utilizes online resources and department created curriculum. The facility is well kept and adequate for the department needs.

Climate in the Department/Program

The visiting team observed that the Math Department is a collegial group who collaborates regularly and works as a team. The Math Department is professional and is committed to student learning.

Mathematics Commendations

Commendation

The implementation of effective teaching strategies that support students in high levels of achievement on MCAS [2.1]

Commendation

Increased student participation in Advanced Placement classes emphasizes depth of understanding [2.3]

Mathematics Recommendations

Recommendation

Implement cross-curricular extensions between mathematics and the CVTE programs to emphasize the application of knowledge [2.3]

Recommendation

Continue Professional Development with respect to the planned technology upgrades, platforms, and programs [5.3]

Science

Narrative Program Summary

Program Basics

The physical location of the Science Department is on the third floor of the B block and two rooms and a greenhouse in the J Block. The Science Department Head's office is on the second floor. There are 14 classrooms for 18 teachers and two teaching assistants. The department has four fully equipped prep rooms. Two rooms have access to fume hoods, ice-making refrigerators, dishwashers, flammable cabinets, and chemical and equipment storage space. All classrooms are equipped with interactive whiteboards, whiteboards, and at least one sink. There is a printer in the department office and some classrooms have printers as well. Additionally, there is a greenhouse located in the J Block. A teacher meeting room is also part of the department layout where groups can meet for planning or PLC groups. The visiting team observed that the entire science area was clean and well organized. Evacuation routes were posted in classrooms. Emergency response equipment such as eyewash stations, safety showers, spill kits and go buckets were in appropriate locations in the department.

Curriculum

The following courses are offered: Grades 9 and 10 - Honors Biology I and II, Biology I (CP), Biology II (CP) and Biology Strategies I and II; Grade 11 - Honors Chemistry and Chemistry (CP) with Lab; Grade 11 - Physical Science; Grade 12 electives - Physics, Biotechnology, Exercise Physiology, Environmental Science, Horticulture Biology, Chemistry, Environmental Science, and Biotechnology are laboratory-based classes. Physics is included in this list to prepare students for college.

The curriculum was designed using the Massachusetts State Standards, NGSS Science Standards, and core values of the school. Teachers are highly qualified and seek opportunities to stay current in their fields. Biology is a two-year program for grades 9-10. All other classes are one year offerings.

Students are expected to demonstrate mastery of 65% of the performance expectations and common assessments for successful completion of the course.

The curriculum is reviewed consistently and revisions are data-driven. Individual teachers review courses annually for needed changes in scope and sequence.

Instruction

Teachers are regularly evaluated in a formative and summative manner. Department chairs observe teachers using a rubric implemented across all disciplines. The department supervisor uses these as an evaluative tool for teachers. Administrators and the department head also participate in Learning Walks that are non-evaluative.

Most teachers meet in subject Professional Learning Committees (PLC). Members of PLC groups include all instructional stakeholders (subject area teachers, teaching assistants, special education teachers, and ELL teachers). PLC meeting groups occur at least twice every cycle. Agendas for PLC meetings are determined primarily by teachers and submitted to the Science department chair prior to meetings. Data discussed at PLC meetings may result in remediation for struggling learners or an adjustment in lessons as appropriate. Instructors are highly collaborative with shared drives used to post lessons, notes and curriculum.

Teachers' instructional practices are constructed with a high emphasis on their current student population in mind. Lessons are designed to actively engage students and promote learning and mastery of objectives. Teachers reflect collaboratively and use formative data to drive decisions.

Technology is integrated into lessons in a meaningful manner that supports understanding and mastery of objectives.

Lesson objectives are stated at the beginning of lessons and some are posted in classrooms. Teachers use a wide variety of assessment tools including department rubrics, pre, and post-testing. Formative assessment is widespread throughout the department and has been a focus of the PLC groups. The department has worked together to create not only scoring rubrics for MCAS tests but routinely implements student practice into lessons. Teachers have developed procedures and routines for students to use to assist them to answer open-ended questions. Classroom instruction includes the use of videos, teacher modeling, and hands-on laboratory activities.

The visiting team observed lessons that were engaging and students who were actively participating. Students are supported based on their IEP's and 504 plans. Science teachers work with Special Services and accommodations are implemented in lessons. ELL staff are also present when appropriate and required.

It is evident in classrooms observed that there is a high level of respect between teachers and students. Discipline is appropriate and students respond quickly. The school-wide progressive discipline plan is used in the Science department.

PLC groups use various sources of student data to make adjustments in instruction.

Assessment

Students are assessed in a variety of ways in the Science Department. Unit tests include pre-and post-test data. This data is disaggregated and used in PLC meetings to implement changes in curriculum and instruction.

Lesson objectives are clearly stated at the beginning of lessons and some teachers also post them clearly for students to refer to during the lesson. Some teachers also have a clear plan listed for students to cycle wide achievement. Formative assessments include "Think, Pair, Share" Exit tickets, pre-tests, and pre-labs. Department rubrics are published and used to communicate expectations to students. Parent/guardian communication occurs through the Aspen Portal. Students are allowed to retake tests and improve on assignments in accordance with district policy.

Student progress is accessed by parents/guardians through the Aspen X2 program. Student grades are updated within three days of the end of each cycle. Students may choose to revise work and retake tests.

Struggling learners are identified through MCAS practice testing, formative assessments, and summative assessments and are encouraged to attend MCAS review sessions provided by the Science Department staff.

Student Clubs and Awards

Students are involved in activities including Bear Awards and The Renaissance Awards Program.

Faculty

The faculty of the Science Department is highly collaborative. During PLC meetings, instructors use student data collected through formative and summative assessments to drive changes in instruction. Teachers must maintain certification in their subject area and also take courses outside of those required to maintain certification. Many teachers in the department have taken the initiative to become certified mentors.

Adequacy of Department/Program Resources

The Science Department has sufficient resources as confirmed by conversations with teachers and administrators. Teachers have written grants to increase funding and obtain high-end equipment. Teachers have also participated in industry-run programs and received equipment that has been incorporated into the curriculum. Fourteen rooms are shared by 18 teachers, four teachers circulate and use carts. Teachers work together to make sure that every teacher has access to a laboratory classroom when required for instruction. Some classrooms that are equipped with lab safety equipment are not large enough to support safely participation in laboratory experiences for full classes of students.

Climate in the Department/Program

The visiting team observed that the Science Department is a collegial and professional group who collaborate regularly, work as a team and are dedicated to student learning. All the teachers are friendly with each other and share the work they have created. All department members exemplify professionalism.

Science Commendations

Commendation

The Science Department for being an exemplary supportive, professional group of teachers as evidenced by the high degree of respect for each other and caring for students.

Commendation

The Science teachers are highly collaborative and work to design lessons to regularly incorporate hands-on science experiences that are relevant to the school's CVTE programs [2.3]

Commendation

The effective process for students to approach MCAS open-ended questions, and the development of a rubric for students to self and peer score their own responses [4.4, 4.5]

Commendation

The science teachers exercise initiative and leadership essential to the improvement of the school and to increase students' engagement in learning [5.8]

Science Recommendations

Recommendation

Create and implement a plan to address the size of the smaller laboratory classrooms to increase the safety of students and to be more in compliance with student space requirements within the National and State Best Practice Standards, NSTA, ACS, and NSELA. (National Science Teachers Association, National Science Education Leadership Association; American Chemical Society) [7.5]

Recommendation

Develop and implement a professional development plan to address the use of technology (specifically Google Classroom and Google apps) [5.3]

Social Studies

Narrative Program Summary

Department Basics:

The Social Studies Department's fourteen classrooms are located on the second floor in B Block, while the Social Studies Department head office is B210A. Rooms are equipped with student desks, and SMART Boards, personal computers and document cameras are in each classroom. Additionally, there is one printer for every four classrooms. All classrooms have Smart Boards and two Chromebook carts with 30 Chromebooks on each cart for the entire department. There are no obvious safety hazards or health issues, and classrooms are cleaned daily. Each room is marked with a sign that indicates the classroom teacher, department, and classroom number. Emergency evacuation routes are posted in each room, and all have multiple means of egress. The visiting team observed that the overall appearance of the classrooms is neat and orderly.

Curriculum:

The curriculum offers three required courses. US History 1 (9th grade) US History 2 (10th grade) and World History 1 (11th grade). The Social Studies Department also has seven electives to choose from such as Local History. Students have textbooks as well as PowerPoint presentations for curriculum delivery. Students are expected to leave these courses with proficient reading, writing, speaking, and listening skills that they can apply across the academic curriculum and CVTE areas. The curriculum is competency-based and is aligned with grades 9-12. A review of the curriculum is done on a regular basis. The teachers meet as a team in Professional Learning Committees (PLC) twice per cycle. The literacy standards also require a formative assessment for each lesson plan.

Instruction:

Review of instructional strategies is on-going. Grades are due for students immediately after a six-day cycle. Strategies of classroom management include well-structured lessons, proximity, group work, high expectations, communication contracts, and parent/guardian contact. Teachers make accommodations for students based on the required accommodations and modifications outlined in the students' IEP or 504 Plan. Students are often given choices when it comes to assessment methods. The choices cater to a wide variety of learning styles. Students frequently work in groups to problem solve and engage in higher-order thinking. All lesson plans must include a formative assessment. They use data from assessments to inform and drive adjustments to instruction in the department.

Assessment:

The Social Studies Department assesses student progress by using trimester common assessments and common writing assignments in each of the core courses. The extent to which assessment data is disaggregated is limited to the informal discussion within PLC teams. Teachers regularly use formative assessments to inform and adapt their instruction for the purpose of improving student learning. Academic lesson plans, by design, require teachers to have both unit and daily objectives made accessible to students. All teachers in the Social Studies Department use a variety of formative and summative assessments. Grading policies require department head approval. Common rubrics have been developed for narrative, expository, argumentative writing, and informational texts. All teachers are encouraged to use the rubrics and have a formative assessment in each lesson plan.

Students Clubs and Awards:

Each year, one senior student is awarded the History Honor Graduate Award. Also, students participate in Student Council.

Faculty:

Teachers complete professional development during a planned half-day that the school provides during the year. Teachers exhibit professional leadership by attending meetings and completing educational assessments. They also take graduate courses to keep up with the licensing requirements for the state.

Adequacy of Department/Program Resources:

The visiting team observed that the Social Studies Department is understaffed. The class size for some honors classes is as high as 30 students. Many teachers are "floaters" and use other teachers' classrooms during the day. The social studies technology is not consistently allocated as they only have two carts of 30 Chromebooks to share among 11 classrooms. Many teachers feel the technology aspect of the department is lagging and would like to upgrade to current practice. Another concern is that one teacher still does not have a computer set up for him. All of the equipment is working, but the bulbs for the SMART boards are burning out which can cause a resource issue. Wi-Fi, on-line textbooks, printer cartridges are also resources that are issues in the department.

Climate in the Department/Program:

The culture in the Social Studies Department is exemplary; teachers are collegial beyond the PLC requirements, sharing lessons and best practices. The staff is very friendly and exhibits a very strong rapport within the department. Veteran teachers often voluntarily assist new teachers in planning, management, and assimilating to the culture. If someone's SMARTboard goes down, the team observed, the teachers will all help each other out when needed. The climate is gender-neutral. No evidence of harassing behavior or language. The teachers and students were friendly, motivated, and welcoming.

Social Studies Commendations

Commendation

The grant to bring in a specialist to help align Literacy into the History Competencies demonstrates teacher initiative and leadership [5.8]

Commendation

The department for offering a rich variety of elective courses, including Psychology, Economics and Finance, Sociology and Local History. (7.5, 5.1, 5.9)

Social Studies Recommendations

Recommendation

Create and implement a plan to address the unequal ratios of students - teachers within the department [7.1]

Recommendation

Address the technology issues in the department such as inequitable allocation of Chromebooks for the students, WI-FI, on-line texts and printer cartridge issues [7.1]

Recommendation

Resolve scheduling conflicts to allow participation of all departmental staff in relevant PLC groups[5.4]

Recommendation

Provide a full range of technology support including computer carts, and replacement bulbs for SMART boards [7.1]

Other Academic Program

Narrative Program Summary

ENGLISH LANGUAGE LEARNING

Program Basics

The English Language Learning (ELL) program is located on the second floor of the B Block. The adjacent classrooms, B211 and B212 are the two ELL rooms. There is one Chromebook cart shared between the two ELL classrooms. Each classroom has a working interactive whiteboard, a teacher computer, and a printer. The windowless classrooms are small, clean, well-maintained and organized. There is proper signage and clear evacuation routes in each room. Learning targets, daily agenda, and course objectives are clearly stated on whiteboard space. Classroom walls display student work, flags of home countries and other color displays to create a warm learning environment.

The school's director of curriculum, instruction, assessment, and accountability is the administrator in charge of the ELL program. There are approximately 80 ELLs in the school (2019) and 90 FLEPS, (Formally English Proficient Students) whose progress is being monitored. Students are scheduled for ESL based on the home language survey and results of the ACCESS test. The school's protocol for determining ELL eligibility and placement level is outlined in the *English Language Education Programming Manual* which is posted on the school website. In general, the school follows the statewide cutoff scores on the ACCESS for determining the ELL level. The visiting team determined that the MA DESE mandate relevant to the ELL program is covered in the *English Language Education Programming Manual* which will be reviewed in the coming year (2020) for updates.

Curriculum

The ELL curriculum at GNBRVT is aligned with the Massachusetts English standards (DESE) and WIDA. The curriculum is taught by two full-time ELL teachers and five assistants. The two full-time teachers instruct ESL 1 and 2. The assistant teachers provide "push-in" support in content area classes: ELA, math, and science. In addition, both full-time teachers provide "push-in" support during one of their prep periods each cycle. ELL students travel in "cohorts" to their core content classes to ensure adequate "push-in" support and to ease with scheduling. ELL student cohorts are grouped with content area teachers who are SEI endorsed.

The curriculum addresses ELL levels 1 and 2 for all grade levels. For each unit, the curriculum outlines MA ELA Standards as well as Enduring Understandings, Essential Questions, and Learning Objectives. The curriculum addresses assessments, resources and materials, and vocabulary.

Performance expectations are that students are able to acquire English in each language domain (listening, reading, writing, speaking), as assessed by the annual ACCESS test. Students are also expected to acquire the language necessary to be promoted to the next proficiency level. Students are also expected to acquire the language and content knowledge that will enable them to score proficient on the English MCAS. The curriculum is not aligned from grades 9 through 12. Due to the range of English proficiency levels, the curriculum is aligned to proficiency according to WIDA Screener and ACCESS test results.

Performance expectations for students are mostly formative, grammar/vocabulary work, comprehension and inference questions, discussions and written responses both short answer and longer essays.

Teachers' lessons are aligned with the written curriculum.

The ELL curriculum is also in the process of continual review and revision.

Instruction

Teachers in the ELL program participate in PLCs which allow them time to reflect on their practice. Because they work in adjacent rooms, they also have the opportunity to collaborate on an on-going basis.

Teachers in the ELL department have small groups so students in this department receive small group instruction on a daily basis. Teachers are able to individualize lessons, activities and provide one-on-one assistance when needed. Students observed were very engaged in their lessons, demonstrating responsibility for their binders and keeping track of their coursework. They all participated in the class activities asking questions about content as well as procedure. One class started with a prefix practice and students came to the whiteboard to fill in definitions and examples of each prefix. Students were serious about their work and expressed concern to make sure they had the information required. The class was studying the novel *Holes* and using character trait logs to track three traits for assigned characters. Students in another class were reviewing subject/verb agreement and singular vs. plurals. They used a whole class worksheet which was projected on the board to review sentences with errors in subject-verb agreement. The class moved on to their reading text, *The Red Umbrella*, engaging in a lively discussion of events that occurred in the day's previous reading and predicting events that will occur in the current day's reading. The teacher had prepared a structured guide to preview the day's reading using the chapter titles which are taken from newspaper articles. Students' were very engaged in responding and eager to provide responses. The visiting team observed an atmosphere in the classrooms that was lively and enthusiastic.

Instruction is differentiated using approaches that consider students' varied cultural and experiential backgrounds and considers students' strengths and weaknesses as well as language proficiency. WIDA Can-Do descriptors are used as a guide throughout the planning. Technology is used throughout lessons in order to make material interactive and accessible to all learners. The curriculum from ESL I and ESL II is not integrated into any of the CVTE programs.

Teachers in the ELL program have access to their students' IEPs or 504s. This is a low-incidence population in the ELL program. Teachers make accommodations for students on IEPs and 504 Plans by consulting the available documents and resources provided by the Special Services Department. SPED liaisons and teacher assistants are also a valuable resource for assistance in following the proper accommodations.

Teachers use achievement data from ACCESS scores, WIDA screener scores, MCAS scores, Star Reading scores, department writing assessments, Accelerated Reader scores, and progress reports to improve instructional practice. The ELL Department also uses monitor sheets and daily communication with ELL teacher assistants and content and CVTE teachers to inform instructional practice.

Assessment

The ELL department utilizes both formative and summative assessments: open response, grammar/vocabulary quizzes, discussions, comprehension and inference reading questions.

Upon successful completion of ESL 1, students moved to ESL 2 or a core English class dependent on scoring at end of year state-mandated ACCESS testing. Teachers' lesson objectives and agendas are posted on the whiteboards. There were no rubrics attached to the ELL curriculum, though the program does use the state-mandated WIDA standards.

Teachers use a variety of formative and summative assessments to evaluate student progress. These sources include but are not limited to ACCESS scores, WIDA screener scores, both of which are ELL specific assessments; MCAS scores, Star Reading scores, department writing assessments, Accelerated Reader scores, and progress reports, all of which are used in the core ELA classes at GNBRVT.

Any disaggregated assessment data comes from the district curriculum coordinator with suggestions for how to inform teaching practice.

Teacher objectives were clearly posted on whiteboards.

Students are scored in each of the four language domains in the WIDA screener and the ACCESS test. Data regarding students' proficiency levels in each domain is used to inform instruction. Parents/guardians have access to the grades via the parent portal in X2. Progress reports and report cards are sent home each trimester. ACCESS scores and MCAS scores are mailed home. Phone calls are placed on an as-needed basis regarding individual student progress. Open House is held in November and a parent/guardian meeting held in June to keep families informed of student progress and placement. Translators are made available for these events and translations of documents are also provided.

The department uses writing rubrics and is developing a speaking rubric to be used with all pertinent assignments.

Written and oral feedback is provided to students in a timely manner. Students are given opportunities to revise their work during the after school tutoring program for ELLs.

ELL teachers use the time to review assessment data and to make decisions that impact adapting instruction.

In addition, teachers continually use informal assessments to make daily adjustments to practice.

Clubs & Awards

As reported in the self-study, ELL students are highly involved in several student clubs such as the Multicultural Club, Rachel's Challenge, and the Cultural Consciousness Club. Students are also involved in a variety of sports, including soccer, basketball, and track and field. ELLs have had much success in these co-curricular activities. ELLs also participate in Business Professionals of America and SkillsUSA. They are often recipients of awards such as the Bear Award, Dean's List, and Renaissance Award. ELL teachers stay after school until 4:00 pm to provide one-on-one tutoring. The visiting team observed full classrooms after school during their visit.

Faculty

Teachers in the ELL Department receive adequate professional development through In-Service Days and other offerings provided by the school. Teachers also attend conferences (MATSOL) as they become available. ELL teachers have presented at new teacher meetings and collaborate with other teachers and staff members. ELL teachers also participate in PLCs with other content area teachers where they share ideas and strategies. ELL teacher assistants work with academic and vocational teachers to modify instruction and assignments to meet individual student needs.

Adequate Resources

The ELL department recently acquired Chromebooks for their classes resulting in computer availability for every student in ELL every day. All observed classrooms have an interactive whiteboard, printer, bookshelves, seating, tables, and materials. Teachers report that they have enough resources, texts, and supplies.

Climate

The climate in the ELL Department is highly supportive, engaging and inclusive. There is a sense of passion among the staff for their work. The program is very collaborative with the five assistants working closely with the ELL teachers. As evidenced by the high rate of after school attendance in the one-to-one tutoring program, the ELL teachers and department are inclusive, welcoming, safe and valued as a place of learning for the students.

Other Academic Program Commendations

Commendation

ENGLISH LANGUAGE LEARNING

The schedule allows for the continued support of ELLs in the core classes; assistants are able to consistently provide support and continuity with students assigned to the same core subject teachers. (3.2)

Commendation

ENGLISH LANGUAGE LEARNING

The ELL department for their commitment to the students' well-being and academic growth as evidenced by their participation in the one-to-one tutoring after school program. (3.2)

Other Academic Program Recommendations

Recommendation

Identify sufficient classroom spaces for potential growth of ELL population as well as sufficient space for ELL teaching assistants to work with students on an individual basis. (6.2, 7.5)

Design and Visual Communication

Narrative Program Summary

Program Basics

The freshman/sophomore Visual Design shop is housed in classrooms on the second floor of the academic area, in rooms C203 and C204. Both rooms offer a total of 1290 sq. ft. Room C203 is equipped with a Smart TV, XEROX printer, HP scanner, 2 Nikon D90 cameras, and 12 Apple computers for student use; there is also one faculty/staff Apple computer. There currently are 12 easels in C204. The junior/senior Visual Design shop shares the same room with their respective theory classes, which are located in rooms G127 and G128 on the northeast end of the first floor of the school's main building. Both rooms offer a total of 2008 sq. ft. Rooms are G127 and G128, include Mutoch 1628X Value Jet printer, Mutoch Value Cut, XEROX, SMART Board, HP scanner, 12 more easels, 25 student Apple computers, one PC and two faculty/staff Apple computers. Twelve Nikon 3300 cameras are in G128. Part of G128 is used as a photography studio/green room; this is 144 sq. ft. There is also a SKUTT kiln that has not been used by instructors, therefore students have not been trained to use it. The high heat of the kiln was not identified as a potential safety issue. X-acto knives and cleaning supplies can pose a safety issue as well, requiring the first aid kit, MSDS binder and eyewash station within the shop area. The classrooms are clean and organized. Exit signs are posted and there is a clear evacuation route. There are 42 student lockers, and bathrooms are located across the hallway from the junior/senior shop area. This space appears well-lit, with natural light, adequate space and access to technology.

Student Demographics

Up to 48 students can be enrolled in the Visual Design program at any one time; capacity is 12 students per grade level, due to equipment availability and space limitations. Currently (2019-20), the program is at capacity with 12 seniors, 12 juniors, 12 sophomores, and 12 freshmen. Interest is strong, and the program is consistently filled, as evidenced by the over 50 freshmen listing the program as their first choice shop. Gender-neutral trends in enrollment continue to fluctuate, currently reflecting a predominantly female group of students. Some students have withdrawn from the program, but those seats have been filled with wait-listed students, keeping the enrollment at maximum capacity.

Curriculum

Teachers use a curriculum that is based loosely on the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication. There are three instructors who stress the importance of being well-versed in visual design, but the overall educational emphasis appears to lean towards fine arts for juniors and seniors. Little evidence was present within the classroom environment and curriculum to demonstrate the mission of preparation, passion, and perseverance.

Projects based upon real-life jobs are limited, but, when introduced, incorporate many aspects of the Visual Design curriculum, including drawing/design skills, development of concept, color theory, principles of design, elements of design, letterforms/typography, photography, pre- and post-production, assessment of critique process and execution. Rubrics are inconsistent in form and delivery style, and range in the clarity of high expectations from teacher to teacher. Tasks are listed and recorded according to the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication for each student. Tasks are listed and student accomplishments are reviewed and scored as either exposed, indirectly addressed, directly addressed or refined. Competency-based charts that reflect the Framework are kept for all students. Junior or senior shop lessons do not appear to offer much exposure to publications, website design, animation, video production or entrepreneurship skills, to better align with the technical frameworks.

The department follows the school-wide initiative of collecting cumulative samples of student work within a senior binder. The sophomore binders show a great range of samples, demonstrating foundational skills that directly align with a vast majority of framework skills. Students are also required to maintain career and shop portfolios, showcasing their work from year to year. By senior year, student portfolios reflect a fine arts concentration, with

few samples reflecting the majority of skills listed within the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication. Students are encouraged to continue on to a post-secondary school. An emphasis on building a portfolio for art college appears to take priority over acquiring skills and competencies aligned with the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication. A complete departmental scope and sequence do not exist to demonstrate where various levels of curriculum content are covered by grade, shop or theory course. The department's overall collection of lesson plans do not appear to be reviewed to ensure appropriate alignment with the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication.

Examine curriculum frameworks to define overlapping with other programs, for example, the skills and competencies outlined in the Design and Visual Communications framework are covered by both the Visual Design curriculum, as well as the Media Technology curriculum. While the current Visual Design program is covering some of the DVC framework and heavy with fine arts instruction, the Media Technology program is covering much of the DVC framework as well as the some of the Radio and Television Broadcasting framework. After review, it may be determined that duplication exists, if the current Media Technology program is more aligned with the DVC framework than the current Visual Design program.

Instruction

The freshman year is made up of the Exploratory instruction for half of the year, while the remainder of the year is spent in the Visual Design shop on the second floor. This curriculum covers a range of foundational skills found within the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication. Basic exposure to InDesign, PhotoShop and Illustrator are combined with photography and drawing techniques to build a final project. The theory teacher engages students with smaller, computer-based "mini" projects, described as tutorials or shorter technical projects based on competencies aligned with Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication. The projects involving pottery and work with clay did not appear to fall within the frameworks.

The upperclassmen shop lessons in Design and Visual Communications are reported by the senior instructor as 75 percent student-centered and project-based. Daily, upperclassmen only spend 25 percent of the day on a structured "cycle" project. This project is assigned at the start of the rotation and due at the end of the six-day rotation. Students are directed to use the internet to conduct research and to stimulate self-directed ideas for projects. This leads to student self-discovery and exploration instead of organized competency-based technical instruction aligned with the frameworks. Upperclassmen appear to build their daily projects without identified competencies, directed by the instructor. It is unclear how instruction is given to students who have personally selected their own topics. Likewise, it is unclear how differentiated teaching for mixed-ability learners is implemented when topics are selected by students. The remainder of the students' time includes sketching and drawing which occurs daily in the afternoons at a pace set by the individual student. When a student has been identified with a particular learning style, the instructor reports that the delivery method is altered to ensure success, but it is unclear how teachers follow all IEP and 504 accommodations.

Technology is an essential component of the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication, though not a focus or extensively used in the junior/senior shop curriculum. The embedded academics, especially math, science, and English, through the study of measurement, proportion, color theory, creative writing, speaking skills, peer/instructor critiques, art history, and history of design were displayed more at the freshman/sophomore levels. Adobe InDesign, Photoshop and Illustrator software are introduced in freshman year, then strengthened in the sophomore year, though not as much of a focus during the junior and senior years.

The junior and senior shop instruction has not used competency-based duties and tasks derived from the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication for a majority of projects, instead the teachers encourage fine arts projects similar to those found in comprehensive elective art courses. Industry-standard computer software (i.e., InDesign, PhotoShop, Illustrator, Muse) has not been kept current, as computers have not been migrated to Adobe Cloud Enterprise accounts. No evidence was provided to demonstrate student safety tests, but they are reportedly made aware of Material Safety Data Sheets (MSDS) and how and why they are important. The MSDS binder is kept in an easily accessible area for possible use. All students are instructed in the safe use of shop equipment before they are allowed to use it. There are no student safety test results on file, yet they are graded on safety daily. The teaching staff is evaluated on a rotating basis.

Assessment and Credentialing

Students in Design and Visual Communications are assessed daily on safety, initiative, preparation, attitude, workmanship, and productivity; this is combined with performance grades and cycle tests to evaluate student achievement. Rubrics are inconsistent in format from teacher to teacher, while self-directed projects and production jobs do not have specific rubrics. Parents/guardians have access to student grades through the Aspen X2 parent portal. Additionally, progress reports are distributed every trimester.

Lesson objectives are presented to students in a variety of formats ranging in clarity based upon the individual teacher, ranging from clear and simple to elevated language best suited for pedagogues. Likewise, each project reflects a range of formats of handouts for students and a lecture on the relevance of the task.

Cumulative portfolios (binders) are assessed throughout the year, as each project is entered into the binder. Career portfolios are assessed at the end of the junior and senior years for the quality of the work but not for technical competencies. Pre and post-tests are given to assess student performance, however only at the freshman/sophomore level, as the junior/senior shop teacher expressed the opinion that it is best suited there, and not suited for his instruction. Students are evaluated on classroom/daily performance, behavioral performance and the quality of their work. Students are also evaluated through tests, quizzes, and projects. Rubrics reflect a range of formats and clarity and are attached in hardcopy form only to each project for self-assessment. Teachers provide feedback orally with critiques for understanding and performance of tasks. As noted in advisory minutes, students are taught by the lead teacher to gear content towards art school driven deliverable, and not as a reflection of framework expectations. Cumulative portfolios (binders) are reviewed continually by a variety of teachers, while the career portfolios are only reviewed by the shop's lead instructor.

Teachers use formative assessments such as pre- and post-testing to assess student progress and retention. Throughout the instruction, teachers critique student projects 2-3 times per cycle, providing individualized feedback during the development process and production phase.

The teachers report that they are constantly looking at the students' work and providing structured feedback via student critiques.

Student Clubs and Awards

A club named "Creative Services Team" which meets after school is managed and promoted by the lead teacher. This extracurricular club provides design services to various departments in the school in club form. Projects completed by this team directly align with the frameworks and would fit well within the curriculum offered during shop time. Conversely, newspaper and yearbook are not promoted as possible clubs for student engagement, even though photography and page layout are skills students could build further by participating in these activities. Students in Visual Design do not currently participate in SkillsUSA activities or design contest offerings. Business Professionals of America is not promoted due to reported "lack of time" on the instructor's part, and the expressed belief that BPA advisors do not require assistance promoting the program. Students in Visual Design have won the design contest for the MVA conference cover several years ago. Students also won awards in the Congressional Art Competition for Congressman Bill Keating.

Student Placement

Currently, there are no internship or co-op placements for any of the Design and Visual students, even though the program has partnerships with a local print shop and with the New Bedford Art Museum. In an articulation agreement with Bristol Community College, Visual Design students may earn up to four credits in digital photography, fine arts, and computer graphics. No trade-specific certifications are made available for students to obtain.

Graduation Rates

According to the shared documentation, the graduation rate for Design and Visual Communication students has been 100 percent over the past three years.

Faculty

One theory teacher has a bachelor's degree as well as a professional teacher license in Design and Visual Communication and is currently working towards a Master's degree. The other theory teacher has a bachelor's degree as well as the initial teacher license in Design and Visual Communication and is currently working towards the courses for professional licensure. The lead teacher holds a professional license, BFA and a master's degree. All instructors report that they stay current in their field by taking part in professional development and workshops.

Adequacy of Department/Program Resources

The Visual Design program has three teachers, which appears to be suitable at the present time due to the low student to teacher ratio. The program has a budget that is sufficient to pay for supplies and to implement the curriculum. The computer design software is not current with the most recently available updates for graduates to stay current with what is used in the industry.

Production Work

The Design and Visual Communication program utilize production projects from private, non-profit organizations, school/center, and surrounding community to connect live work with the frameworks. Each production project allows an opportunity for students to interact directly with customers. Utilization of the Artisan Booklet project should be considered as an ongoing instructional opportunity within the shop environment, as it directly aligns with the frameworks.

Climate in the Program

Heterogeneous groups of students are reported welcome into the Design and Visual Communications program. As evident through interviews, observations and the examination of the work-product, the teachers in the program are somewhat collaborative. Teachers spend time, both before and after school, providing additional instruction to students.

Outside Input

Design and Visual Communications has an active Program Advisory Committee that meets twice a year. It is composed of representatives from business and industry, education, labor, the community, as well as students and parents. Currently, there are 15 persons on the membership list. The Program Advisory Committee keeps minutes of its meetings. All three teachers attend their meetings. According to a recent Advisory Committee meeting minutes, the program curriculum has not been revised annually, to better address the needs for a more technology-based curriculum. A recommended shift in the instructional direction of the overall program to incorporate more digital media, as reflected in alignment with the frameworks, appear not to have been implemented.

Design and Visual Communication Commendations

Commendation

The rotating collection of images posted in the Lighthouse Cafe showcasing student work done by those enrolled in the Design and Visual Program. (5.1, 5.9)

Design and Visual Communication

Recommendations

Recommendation

Incorporate into the junior and senior shop curriculum a wide variety of projects that allow for technical skills proficiency in InDesign, PhotoShop, Illustrator, Web Design, Video and Animation. Include more of these types of project samples within each student's career portfolio to demonstrate proficiency in these areas as well. (1.2, 2.1, 2.4, 2.9)

Recommendation

Offer trade-related specific certifications and appropriate technical exams for students, such as Adobe Creative Cloud application certifications, to be in compliance with state frameworks. The team also recommends the inclusion of these trade-related certifications as part of the student portfolio requirement. (2.7, 2.10, 5.4)

Recommendation

Conduct an annual systematic program review to guarantee effective overall program curriculum and instructional alignment with the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communications. (4.8)

Recommendation

Develop and utilize project specific rubrics for all assignments to provide clear feedback of skill attainment to students to align with the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication. (4.3, 4.5)

Other Arts and Communication Services Cluster Program

Narrative Program Summary

MEDIA TECHNOLOGY

Program Basics

The Media Technology program is housed on the first floor of the main building. The shop is one large room, approximately 2052 square feet and is split into sections according to grades 10, 11 and 12. There are a total of 18 iMac computers in the main area, a printer, laminator, 3D printer and paper-cutters. The computers in this main area are loaded with Adobe Creative Cloud applications. Separate and adjacent to the large work area is a space dedicated for broadcast production. This studio is roughly 300 square feet. The studio is furnished with production lighting, a light grid, and studio props such as an anchor desk, backdrop, teleprompter, and audio board. NewTek LightWave 2015 software uploaded on 18 computers in the sophomore area. The freshman classroom (H104) contains 18 computers that have Toon Boom, a 2D animation software program installed. There are three PC laptops in the shop area that are used by students for SkillsUSA and Business Professionals of America (BPA). There are two scanners used by Media Technology, one in the junior area and the second in the freshman shop classroom, which is attached to a PC. The classrooms appear clean and organized. Student lockers are located outside of the freshman and sophomore area. Lockers for the juniors and seniors are located inside the area. Exit signs are posted, and an evacuation route is clear and listed. Restrooms are located in the hall adjacent program.

Student Demographics

It is reported that 144 students are enrolled in the Media Technology program at any one time. Thirty-six openings are available for each of grades 9, 10, 11, and 12. Currently, the program breakdown is 28, 20, and 31, for grades 10, 11, and 12 respectively. The program has students on both the odd and even cycle. Enrollment is approximately 60 percent female and 40 percent male, with the percentage of male students increasing over the past three years. Media Technology has been a popular program, and is currently on an upward trend. As reported on the evidence provided, the current Media enrollment (for sophomore, junior and senior classes combined) is 75.9 percent, an increase from the prior two years (each 71.3 percent respectively).

Curriculum

Teachers use a curriculum that is closely based on the Massachusetts Vocational Technical Education Frameworks for Design and Visual Communication. Broadcast content area presented on the MVTEF DVC framework is enhanced in this program with content from the Radio and Television Broadcasting framework. The breakdown of the class content is reported by the staff and visual confirmation is 75 percent design and visual communications (specifically in content area of web, animation and desktop publishing) and as 25 percent broadcast.

Freshman year, an instructor teaches Exploratory for half of the school year, and the Fundamentals of Design and Animation (2D) to the permanent freshmen. Sophomore year, two instructors teach 3D animation and Adobe Illustrator. Junior and senior years, two teachers instruct students on video broadcast and digital web-design. Students receive additional related instruction from an additional instructor throughout their grade 10-12 years. The Media Technology curriculum is a progressive curriculum in content and topic development with foundation learning built upon progressively from year to year. Students also become skilled in presenting projects. All teachers in the Media Technology program use daily or unit lesson plans. Collaboratively, the staff utilize online sites to make curriculum readily available to their students (Google Classroom).

The Program Advisory Committee meets twice annually and recommends program modifications based on changing technology; offers feedback on new technology or equipment; and reviews the curriculum.

Instruction

The lesson plans in Media Technology are student-centered and incorporate class lectures, small group, and individual teaching strategies. Lessons are verbal (audio), written, hands-on (tactile), and visual (SMART Board). Instructors routinely mirror technology, which is integrated on a daily basis in all areas of shop and related. Embedded academics, specifically English and mathematics, are integrated into lesson plans (i.e. scriptwriting, technical essays, measurements, ratios, frame rates). Science is also integrated (color temperatures, lighting, anatomy, gravity, collision).

Media Technology instructors assign digital design projects that engage students and encourage problem-solving and higher-order thinking through project-based learning (as verified with provided class assignments). Individual Education Plans are implemented and maintained on file for each identified student. Special Services and teachers report that student needs are met when required with support provided to students by the Special Education program. Media Technology students are aware of the shop's guidelines and expectations through the use of syllabi, course handouts, and posted expectations in the shop and related classroom. All material is readily accessible to the students in a cloud-based, digital format as shown with Google Classroom pages. Pre-tests and post-tests are utilized in all areas of Media Technology as evident with sample test provided.

Framework competencies are tracked in hard-copy form from year to year.

Assessment and Credentialing

Teachers reflect on and revise lessons on a project-by-project basis and modifications are made to the program as reported by instructors. Teachers use Aspen X2 software to record grades, which parents/guardians have access to. Reflections are routinely required from the students by the instructors as an assessment tool to monitor student learning and develop embedded language art skills. Assorted formatted lesson plans and rubrics are used by the Media Technology teachers. These are distributed to the students and posted in the shop areas and related classroom and in an online environment. Students receive project critiques, as well as written and verbal feedback.

In 2017-18, the school switched from a nine-day to six-day cycle rotation. Media Technology teachers have continuously revised curriculum to meet the new schedule. Students maintain a portfolio that is formally assessed during their senior year by instructors from outside the program. Portfolio completion is a graduation requirement.

Student Clubs and Awards

Instructors in the Media Technology program actively promote student involvement in a variety of extracurricular clubs and competitive events. Students in Media Technology actively participate in SkillsUSA and Business Professionals of America (BPA). In 2017, students placed third at the national BPA competition in Orlando, Florida in the Broadcast News Production category. Students have won awards in SkillsUSA on the state level. Media Technology students have also held state officer positions at both SkillsUSA and Business Professionals of America. In 2017-18, eleven Media Technology students participated in Business Professionals of America and six students participated in SkillsUSA. At the BPA State Competition, four medals were won: three gold and one silver. First place and second place winners competed nationally in Dallas, Texas May 9–13, 2018. One instructor is actively involved with the BPA club and attends conferences and chairs a competition category.

Students competed in the SkillsUSA district competition and were awarded one medal. Students competed in the state competition in April.

The majority of students in Media Technology participate in various clubs and organizations after school, including the Voc-Tech Theatre Company, GSA and the National Honor Society.

Student Placement

There are internship placement opportunities for students. The local FM and AM radio station (FUN 107/WBSM), the New Bedford Regional Airport, and RAPPP (Responsible Attitudes towards Pregnancy, Parenting & Prevention) offer placement opportunities to students in Media Technology. There are currently two students in such a placement. In the past three years, instructors report that students have had co-operative education placement with local area businesses in the digital design field. One instructor reports that she is consistently researching co-op opportunities for her students, noting appreciation of the educational value in such a student experience.

Graduation Rates

In Media Technology, there has been a 100 percent Positive Placement rate average and a 94 percent Perkins Positive Placement rate average during the past nine years. The school requires all seniors to complete a Post-Graduate Plan that states whether a student is attending college, enlisting in the military, or going directly into the work-force (evidence provided).

In the years 2017, 2018, and 2019, there were 77, 77 and 82 respective graduates from the program. Eighty-five percent went onto higher education, three percent are employed in a related industry, and 12 percent are employed in a non-related industry. Of the 33 graduates in the class of 2017, eighty-five percent went on to higher education and three percent are employed in a related industry (evidence not provided).

Faculty

There are five teachers in the Media Technology program all of whom are licensed by the Department of Elementary and Secondary Education. Two instructors are licensed in Design and Visual Communications, Chapter 74 licensure, two instructors are licensed in Radio and Television Broadcast, and one instructor is licensed in English, Chapter 71 with reported documentation from the Commonwealth for teaching approval.

Instructors report actively seeking professional development opportunities (such as the National Association of Broadcasters annual conference) in order to stay current in their field. Likewise, instructors report they attend workshops and participate on NEASC committees for professional development.

Adequacy of Department/Program Resources

The computers in the sophomore area have NewTek LightWave Modeler & Layout 2015. The staff is currently instructing with outdated Adobe Creative Cloud software (2017 reported). One combined scanner/printer capable of duplex printing on a variety of sizes accommodates the needs of three classrooms. The freshman classroom printer is capable of only printing one-sided letter-sized.

Observed, due to the layout of the main shop and three teachers simultaneously delivering instruction, the classroom environment can often be loud.

A room that was once a student restroom has been converted into a storage room for the shop.

The program has a budget sufficient for the cost of supplies and to administer the curriculum.

Production Work

Numerous projects have been taken on by students in order to support various members of the community.

Media Technology has taken over the school's website and oversees the continuous updates. Media Technology also produced an award-winning video for the "Leading the Nation" initiative from the Department of Secondary and Elementary Education, it being selected as one of four videos shown at the Leading the Nation celebration at the Massachusetts State House on April 5th, 2018.

The program also creates promotional videos for every career program in the school, and also films and produces Artisan Award videos, Alumni Success Story videos, VTTV newscasts, and off-campus construction project videos. Live work is incorporated into the curriculum and rubrics developed to assess student success at these projects.

The Media Technology films and photographs events happening at the school, including Governor Baker's visit and speeches at a Program Advisory Committee meeting, the yearly State of the City address, and keynote public speakers during the year. The video production teacher takes students out of the building to produce news segments that are on-location for VTTV News. Students remain engaged in her absence, with clear goals and deliverables set for student engagement. The instructor reported that this occurred 10-12 times during the 2018-2019 year.

Likewise, instructors expose students to numerous cross-discipline projects. For the past five years, Media Technology students have collaborated with the Fashion Design program to produce and film the annual Fashion Show. The senior Web Design students collaborated with the Computer Information Technology students to create "How-To" webpages for part of the Freshman Exploratory program. Media Technology collaborates with Engineering Technology to produce videos that are entered in the Amp it Up competition. Over the past two years, the school placed in the top three and has won \$3,000.00.

Freshman students in Media Technology create original children's books for Books and Bears, a collaborative effort between Media Technology, Early Childcare, and Fashion Design.

The Media Technology program has created a safety video to teach students and the community about A.L.I.C.E. training. This video was a collaboration between the program, administration, and the Student Resource Officer from the New Bedford Police Department.

Media Technology created a SCUBA Training video, in partnership with Bob's Sea & Ski.

Media Technology produces videos featuring local businesses. As of 2018, students have created over 40 videos featuring local businesses such as the JFK Museum in Hyannis and La Gondola in Providence, Rhode Island.

The related teacher for Media Technology collaborates on lesson plans and projects with the shop teachers. The freshman, sophomore and junior instructors collaborate on projects during the Freshman Exploratory shop rotations.

Climate

There is a welcoming, all-inclusive atmosphere on display in the classroom environment, as evident by the arrangement of the student and instructor workspaces, and projection displays which led to a collaborative environment. The shop has a gender-neutral climate. Due to the layout of the main shop and the provided space available, three teachers simultaneously delivering instruction, the shop is often loud. Teachers clearly collaborate professionally based upon the shared goals, use of technology and overall approach to the subject matter.

Outside Input

Media Technology has a Program Advisory Committee that meets twice a year. The committee is comprised of people in the industry, higher education, one student and one parent, as evident by the provided Program Advisory Committee Membership sheet. All teachers attend meetings. Media Technology uses the committee's feedback on a regular basis.

Other Arts and Communication Services Cluster Program Commendations

MEDIA TECHNOLOGY

Commendation

The over-all climate and culture of the Media Technology program that contributes to a collaborative, respectful environment as evident by the personal interaction on display between colleagues and the teaching material which reflects shared student goals and work product. (3.4, 4.3, 4.7)

Commendation

The utilization of online resources such as Google Classroom to make curriculum readily available to their students. (4.3, 4.5)

Commendation

The student production of an award-winning video for the “Leading the Nation” initiative from the Department of Secondary and Elementary Education. (5.7)

Commendation

The significant contributions made by the Media Technology program, through a large volume of production work generated by the students, which facilitates a positive image to the surrounding community of the school both internally and externally. (5.7)

Commendation

The respectful and a jovial approach reflected by the staff to the potentially frustrating shared class space configuration, which fosters an atmosphere of professionalism among students.(3.4, 4.3, 4.7)

Commendation

The after-school extra help initiative, which is designed to provide encouragement and support to students who compete in SkillsUSA and Business Professionals of America. (5.8, 5.9)

Other Arts and Communication Services Cluster Program Recommendations

MEDIA TECHNOLOGY

Recommendation

Outfit shop computers with updated software version of all programs currently used, specifically the Adobe Creative Cloud and NewTek LightWave Modeler and Layout. (2.6)

Recommendation

Provide the freshman class program with a printer capable of duplexing and printing tabloid-sized paper to accommodate larger projects (2.6)

Recommendation

Include in the senior portfolio reviews made by the entire Media Technology staff, in order to give students constructive, technical feedback. (4.4, 4.7)

Recommendation

Eliminate the malodorous smell in the converted storage area caused by the floor drain. (2.6)

Recommendation

Resolve the safety issue that exists due to the low volume and logistical placement of one intercom speaker that many students have difficulty hearing.

Recommendation

Post the school's core values in the student instruction area to reinforce Greater New Bedford's school improvement goals. (1.5)

Recommendation

Offer accreditation certificates for Adobe Creative Cloud applications. (2.7, 2.10, 5.4)

Business Management / Office Technology

Narrative Program Summary

Program Basics

The Business Technology program consists of two classrooms, related and shop, with twelve computer stations each. Computer workstations are along the perimeter of the room with a lesson/lecture/discussion table in the center. The rooms are maintained with frequent cleaning and there are no serious health concerns. There are signs indicating the program, lockers immediately outside the classrooms, and restrooms within twenty feet. The overall appearance is welcoming. Business Technology is a two-year program for juniors and seniors. This was changed from a four-year program at the start of the 2017-18 school year. The team was informed that trends for student enrollment will be analyzed during the 2018-19 school year.

Student Demographics

The Business Technology program is a two-year program offered to juniors and seniors. There are twelve seats available for junior transfer students. This was changed from a four-year program starting the 2017-18 school year. The trends for student enrollment will be analyzed during the 2018-19 school year. There are 11 males and 18 females in the 2019-2020 program.

Curriculum

Competencies and standards taught are aligned with the Massachusetts Vocational Technical Education Frameworks, Business Technology CIP Code 520407. In the Related setting, students receive instruction in the Microsoft Office Suite Software (2.H, 2.I, 2.J, 2.K), Essentials of Financial Concepts, (2.E), Employability and Career Readiness (4.A, 4.B), Management and Entrepreneurship Knowledge and Skills (5.A, 5.B, 5.C, 5.D, & 5.E) In the shop/vocational setting, students are taught Safety and Health Knowledge and Skills (1.A), Technical Knowledge and Skills (2.A and 2.B), Essentials of Entrepreneurship & Business Management (2.C), Essentials of Accounting (2.D), Essentials of Electronic Mail (2.F), Essentials of Social Media and Web Design (2.G), Work Ethic and Professionalism (4.C)

The curriculum is formatted using Core Curriculum Guides, Lesson Plans, and Cycle Syllabi, and tracked through the competency checklist. Students are expected to meet and demonstrate all competencies introduced and assessed by meeting benchmarks and competency checklists.

All juniors entering the Business Technology program are made aware of the rigorous expectations and the vast amount of material that needs to be covered in both shop and related environments during the two-year program. Students are given documents outlining dress code, daily agendas, shop procedures, course syllabus, shop, and related notebook/binder, portfolios, and grading rubrics for daily employability grade and project-based assignments.

All curriculum presented is aligned with the Massachusetts Dept. of Education Business Technology frameworks. The visiting team observed instructors discussing the program and critically examining the curriculum components that are working well, as well as the curriculum components that must be readjusted or eliminated to maintain high quality and relevant teaching/learning experiences for all students. The academy supervisor also formally assesses the components yearly.

Instruction

Teachers' classroom instruction is evaluated annually, in accordance with a comprehensive evaluation system prescribed by the Massachusetts Department of Elementary and Secondary Education and adopted by the school district. As part of this system, teachers set personal performance goals that align with school and district

goals. Students are taught using a multi-sensory learning approach utilizing visual, auditory, and tactile environment cues. Lessons are delivered to create a student-centered learning environment. Instructional techniques are utilized within the classrooms such as varying the content, process, and products that are planned. Established activities for students are used to prepare them to seek help from different sources, and encourage feedback. Assignments are tiered.

Technology is used during instruction. Lessons are delivered through the use of a SMARTboard and SMART Sync software. Students have access to a shop-wide shared online folder, and the Aspen X2 portal is utilized for the collection, analysis, and reporting of student data. Lessons are designed to incorporate math and English skills with technology meeting Strand 3, Embedded Academics frameworks. For example, students utilize spreadsheet applications to perform math problems. Word processing is used to complete writing assignments. The visiting team observed that course guides include a comprehensive student task list which is provided to the students at the beginning of each course. These lists are updated as specific tasks are attained. Additionally, all task lists mirror the Vocational Technical Education standards.

IEPs and 504 Plans are an integral part of the planning process for every lesson. The visiting team observed lesson plans that were crafted to include visuals, graphic organizers and teacher prepared notes and guidelines. Instructional materials are developed to include technology-rich, hands-on assignments that address all learning styles and abilities. Instruction techniques are utilized within the classrooms such as varying the content, process, and products that are planned. Assignments are tiered, curriculum compacted, and curriculum is designed around the specific necessity. Students are taught strategies on what higher-order thinking is encouraged to ask questions for clarity and understanding, how to connect concepts, how to use deductive reasoning, given real-world analogies, encourage the use of creative thinking, and how to elaborate on answers. Classroom management strategies include reviewing and posting policies and procedures to reference, positive feedback, modeling behavior and enthusiasm, allow students autonomy, use of private reminders for conduct or disciplinary issues, referral to the administration for further counsel when necessary.

IEP and 504 plans are consulted during the planning process for each lesson. Accommodations and modifications are met for individualized student needs within the classroom. Analysis of feedback from student assessments is used to evaluate and improve strategies used within the classroom to encourage student success. Student safety instruction focuses on ergonomics, office environment safety, and school security procedures including evacuation, emergency, and A.L.I.C.E. training. Students are OSHA General Safety Certified. This certification is obtained prior to the junior year entry into the program.

Assessment and credentialing

Students in the Business Technology program are assessed in various ways. Assessments include career portfolios, authentic assessment through hands-on project evaluations, oral and written work. The assessments are selected to ensure the highest standard of proficiency, always integrating the IEP and 504 plans as indicated. Students are assessed daily on application skills and each cycle with written assessments. Results are analyzed and teachers collaborate on skills in need of further exposure. Student performance is communicated to the parents via access to the online Aspen parent portal, progress reports, and trimester report cards. Lesson plans and cycle syllabi are created and reviewed with objectives stated and matched to the vocational frameworks and posted within the classroom. Strategies for assessment used in the classroom include formative assessments for computer skills and summative assessments via formal certification. Soft skill assessments are made through observation and evaluation standards. Rubrics are used for all projects and presentations; students have access to rubrics at the time of introduction to assignments.

Evidence was provided that confirmed that the teachers provide timely feedback through written evaluations and verbal assessments, and deliver specific feedback on improvements. Students are allowed to re-submit work after revision for improved grading. The visiting team learned that the instructors continually adapt curriculum timelines and lesson delivery to meet differentiated instructional techniques and the overall pace of the class. Students maintain electronic records of assignments, career portfolios, group projects, presentations, and compete in the Business Professionals of America competition.

Students work in the school store servicing students, faculty, and parents utilizing their learned skills including customer service, sales, electronic cash registers, and money management. Students have the opportunity to earn Microsoft Office Certifications in Word, Excel, PowerPoint, Outlook, and Access. Students may also receive certificates of completion for virtual business courses "Sports and Entertainment Marketing" and "Fashion Business Industry". Students do not have specific licensure requirements to be successful in the Business Technology field.

Student Clubs and Awards

Students in the Business Technology program have the opportunity to participate in Business Professionals of America competitions. BPA is a nationwide organization that allows students to participate in competitive events centered on business activities. Membership in BPA provides students with programs and activities beyond the regular curriculum that strengthens students' intellectual and social development. Business Technology students have placed in the top five in the state and top ten nationally. Students have also held leadership roles such as BPA Chapter and State Officers representing the school and state.

Student Placement

Students have participated in the placement and co-operative education programs at City Hall Inspectional Services, Walgreens, Better Community Living, New Bedford, and Taunton Probate Court, New Bedford YMCA, Joseph Abboud, CRC Insurance Claims Services, New Bedford Credit Union, SouthCoast Federal Credit Union. In 2018-2019, three students are currently enrolled in the co-operative program. Students participate in the Junior Achievement program that includes job shadowing at Stop & Shop Distributions Center, Bay Coast Bank, Nye Lubricants, New Bedford Police Department, New Bedford District Court, Wareham District Court, and Joseph Abboud. They also participate in the Junior Achievement Titan Challenge of Southern Massachusetts. This event is in partnership with the Charlton College of Business at the University of Massachusetts Dartmouth. The visiting team learned that this challenge is a business strategy competition in which high school students spend the day at the University to compete against other schools using an online, interactive business simulation game. Business Technology students participated in the M. Ellen Carpenter Financial Literacy Program, sponsored by the Boston Bar Association and the U.S. Bankruptcy Court. This program consists of four modules led by volunteer attorneys and United States Bankruptcy Judges. The last module culminates with a field trip to the United States Bankruptcy Court, in Boston, to witness a mock bankruptcy case.

Graduation Rates

In the years from 2007-2016, there were 108 graduates from the program. 49 percent went onto higher education, 12 percent were employed in a related industry, 4 percent were employed in a non-related industry, and 1 percent joined the military. Of the ten graduates in the class of 2018, 100 percent went on to higher education.

Faculty

Business Technology teachers are professionally licensed and continue to receive appropriate development throughout the school year. This includes conferences, collective training sessions, and meetings. One teacher has been assigned a supervisory role in the new centralization of the tardy detention program. This instructor spends 25 percent of the time teaching in the Business Technology program and 75 percent of the time in the tardy program. Instructors serve on school-wide committees, as club and activity advisors, and have implemented school-wide training classes within their area of expertise.

Adequacy of Department Resources

The Business Technology program has sufficient resources to be in compliance with industry standards. Students are provided with current workstations, ergonomically correct chairs, wrist rests, mouse pads, lighting, and footrests. Industry-standard software is used within the classroom, including Microsoft Office Suite 2016, G-Matrix Certification practice, SMART Sync.

Production Work

The Business Technology students have performed many in-house production jobs including creating databases, mailings, labels, tickets creation, business cards, redesigning office documents, etc. The program does not take requests from outside sources for work production.

Climate in the Department/Program

The visiting team observed that the Business Technology culture is welcoming, collaborative and amiable. The department-wide atmosphere is supportive and collective. Department meetings are regularly held, and teachers are encouraged to offer input and share resources within their classroom areas.

Outside Input

The Business Technology program has an active Program Advisory Committee, which meets twice per year. Committee members consist of industry leaders, post-secondary educators, program instructors, parents, and students. The Committee encompasses a wide range of representatives but does not include a person with disabilities. Meeting minutes are recorded and kept on file. The Program Advisory Committee has been instrumental in advocating for programmatic improvements in the curriculum and obtaining the necessary tools to keep current with industry standards.

Business Management / Office Technology Commendations

Commendation

The development, management, and operation of the school store provides students with authentic learning experiences (3.2)

Commendation

The student achievements and accomplishments in BPA competitions. (3.2, 5.8)

Business Management / Office Technology Recommendations

Recommendation

Designate a permanent physical space for the school store, allowing for additional hours of operation and in-house opportunities for students to run a business with expanded inventory and an avenue for central ordering of spirited school items for clubs and teams. (3.1, 3.2)

Recommendation

Examine the data on student enrollment trends, including potential interest from open house events and guidance inquiries, in order to fully meet the needs of interested students. (4.6, 4.8)

Cosmetology

Narrative Program Summary

Program Basics

The Cosmetology program is comprised of three shop areas, all located on the first floor, west of the school's main entrance. There is also a related classroom, located in the K wing in K206. The freshman/exploratory shop area is in B122, with 547 sq. ft. This room contains two storage cabinets, three computers, and ten stations to accommodate 12 students. Side tables are used for student work. Space appears to be adequate in the sophomore shop. The shop has a shared, separate storage area. The senior/junior shop is adequate in space, but it is apparent there are storage issues for equipment and materials. The Exploratory shop needs more space to allow the flow of instruction to occur. This specific environment is constricted, and the students and teachers need an increase in space to enhance the learning environment. The entire area needs more storage space. Sophomore students currently do not purchase kits. They utilize a tool crib rather than having their personal supplies as is the norm in other programs in the state. The tool crib causes the storage areas to be cluttered. This is relevant to the new hour regulations which allow students to begin accruing their 1,000 hours at the age of 15. It means students can work on clients by state regulation as sophomores and can virtually accrue their 1,000 hours prior to completion of their junior year. The cause and effect here are that instructional timelines and the sequence of critical state licensure curriculum must be modified and expedited. The related room, K206, has 912 sq. feet in the classroom with an additional 85 sq. ft. of closet space. This room serves 23 seniors, 24 juniors, and two divisions of sophomore classes with 12 students each. The 18 computers in this room are insufficient to serve this student population. The classroom is shared with the Fashion Design program. The visiting team observed evidence that the core values of the school are encapsulated in the daily instructional process.

Student Demographics

There are 71 upper-class students enrolled in the Cosmetology program. This includes 23 seniors, 24 juniors, 24 sophomores (split-cycle) and 24 freshmen (split-cycle). Enrollment is consistent on a yearly basis. Cosmetology is often viewed as a technical area predominantly enrolled with female students, and the trend of the student population reflects this. Over the past ten years, there have been five males who have graduated from the program. At the present time, there are no males enrolled in Cosmetology. The demographic breakdown in the department is consistent with the data included in the report.

Curriculum

The Cosmetology program's curriculum is competency-based and in alignment with the Massachusetts Department of Education C.V.T.E. Frameworks, and the expectations of the Massachusetts State Board of Cosmetology. The department utilizes a Curriculum Guide Sheet system broken into timelines of 6-day cycles that are in-line and indicative of continuous and effective instruction. However, there was a change recently in the state regulations, allowing students to accrue hours beginning at 15 years of age. This requires the department to modify the timeline which the teachers informed the visiting team is now a work in progress. This is a reasonable concern considering the change took place in June of 2019. The visiting team engaged in a discussion regarding the added technology in the instructional setting which would assist teachers to be able to modify their instructional delivery systems and expedite the learning process with successful outcomes. The teachers are currently showing signs of modifying the technology component of their instruction.

Instruction

The instruction offered in the shop meets the current timelines, but as previously noted, it needs to be modified due to regulation changes. Teachers have expressed their intention to modify their timelines to meet the

demands of the regulation change and to assist in increasing co-operative education opportunities. Teachers utilize the Milady System, both books and software, to deliver quality instruction to meet the state licensure benchmarks with each student. There were observable examples of differentiated instructional models evident during the observation of lessons. Objectives, Frameworks and sequential activities were clearly emphasized on the interactive whiteboard in the classroom pertaining to the lesson. The students had clear expectations and were totally engaged in the lesson. There was evidence of effective instructional processes at each level. It is clear that teachers are aware of modifications and accommodations for I.E.P and 504 compliance. Teachers utilized instruction that encompassed all the needs of a dis-aggregate based learning climate. Teachers cited these needs and examples of these strategies and instructional modifications in our discussions.

Assessment and Credentialing

Students are assessed regularly using formative and summative assessments. There is evidence of shop hands-on projects and the high state licensure passing rate at the state board. The challenge now due to the new regulations is altering the timelines of mock assessments to successfully complete the program and test at an earlier time. State Board rubrics, competency-based task sheets, State Board Exam check-off lists, and other tools are used to track student progress. Conduct, effort, and employability skills are an integral part of personal services based technical area. The visiting team observed a variety of instructional strategies. It was also observable that formative assessments were on-going with students who needed extra attention to grasp specific competencies received priority attention. Students are prepared to meet the licensing requirements for their operator exams, smoothing treatments, artificial nail certification, OSHA, and hair extensions.

Student Clubs and Awards

In recent years, five Cosmetology students were members of the National Honor Society, seven served as student mentors, and three competed in the State SkillsUSA competition. Students also work with the Drama Club and Fashion Design department, assisting with hair and makeup for fall and spring drama productions and the annual fashion show. Some students are also involved in sports and cheerleading. Signs were in the classroom motivating students to engage in sporting activities. This was another example of the program being compliant with the mission of the school in its quest to impart core values into the educational process.

Student Placement

The Cosmetology Department currently has few students involved in the co-operative education program. The new Massachusetts regulations whereby students accrue hours at 15 years of age will assist improvement in the ability of the department to engage in the co-operative education program and the newly developed apprentice program. This will allow students to be able to have more industry-ready experience upon graduation. The postgraduate study indicates a large increase, upwards of 33% in technical related career retention. This is impressive. The department agreed that it should move towards expediting the instructional delivery process to comply with the new regulations and increase co-operative education numbers.

Graduation Rates

The following data was made available and these are tracked through post-secondary surveys by the school for the program: There has been an average of 23 students per year graduating from the program. In the years 2016-2017, there were 23 graduates from the program: 17 percent went on the higher education, four percent are employed in a related industry, two percent are employed in a non-related industry, and 0 percent joined the military.

In the years 2015-2016, there were 23 graduates from the program: 78 percent went onto higher education, 13 percent are employed in a related industry, nine percent are employed in a non-related industry, and 0 percent joined the military.

In the years 2014-2015, there were 22 graduates from the program. 27 percent went onto higher education, 18 percent are employed in a related industry, nine percent are employed in a non-related industry, and 0 percent joined the military. Of this class, 46 percent had an unknown status.

In the years 2013-2014, there were 21 graduates from the program. 76 percent went onto higher education, 14 percent are employed in a related industry, 10 percent are employed in a non-related industry, and 0 percent joined the military.

Faculty

The instructional staff in the Cosmetology program remain current in the field through continuing education classes, professional development classes, and workshops. They also have one instructor who currently owns a salon. This always provides a great deal of integrated and updated trend changes into a program. The staff engages in professional development activities which include taking continuing education classes from Fitchburg State University, updating DESE Frameworks, and attending hands-on workshops, hair shows, viewing on-line demonstrations and DVDs, and reading the latest trade magazines and journals.

Adequacy of Department Resources

The program appears to have a sufficient budget for supplies and materials. The staff does have a need for increased technology in the classroom and shop areas. The portfolios and assessments in the related class have an immediate need for technology upgrades and Chromebook access. Equipment in all areas needs to be updated. The lighting in the shop areas was also an area that needs to be addressed.

Production Work

The Clinic is open to staff and outside customers for cosmetology services. The instructor stated that the clinic is open from October 22nd to the public until June. The 6-day cycle is relevant to when clients enter for services. Day one and six are curriculum days with no client services provided. Days two-five are the days when clients are serviced in the clinic area. The program holds a fundraiser each December, to benefit the Holiday Helpers charity. During the past five years, the Cosmetology Department has raised over \$2,000 to assist the Holiday Helpers Fund. Services are also provided to senior groups, Southeastern Massachusetts Educational Collaborative, and other outside groups.

Climate in the Department/Program

The climate and atmosphere of the Cosmetology program are positive among the teachers, students, and administration. Students appeared to feel welcomed and the interaction was collegial and conducive to a positive climate in the industry. The students were pleasant and cooperative. They interacted with each other with respect and a sense of professionalism.

Outside Input

The Cosmetology program has an active Program Advisory Committee that meets twice a year. A majority of members are salon owners, and more than half of the members have employed GNB students. The overview of this committee was added as evidence. There are a student and parent representative on the Program Advisory Committee. The sophomore teacher processes and maintains the minutes on-line.

Cosmetology Commendations

Commendation

The initiation of project "Salon Operations" that assists in the development of salon business skills, employability skills and entrepreneurship which is evidence of integration and a concentration on literacy. (3.5)

Commendation

The assistance provided with raising money (over \$2,000 in the past five years) for the school charity initiative called the Holiday Helpers.

Commendation

Displaying very large inspirational quotes in the instructional areas to support the core values of the school: student preparedness, passion and perseverance. (1.5)

Cosmetology Recommendations

Recommendation

Develop and implement a grading policy that is specific to actual weighted percentages and make parents/guardians aware of the criteria prior to the grading cycle. (4.2)

Recommendation

Expedite the delivery of curriculum and instruction in the curriculum guide sheet timeline to have an immediate impact on the intent of the new Massachusetts Cosmetology regulations on student hour accrual. (3.4, 2.10)

Recommendation

Develop and implement of a plan to decrease the cluttered areas in the dispensary. (7.2, 7.5)

Recommendation

Increase the use of technology in the classroom to ensure each student meets the benchmark for state licensure assessment and the demands of web-based marketing of services students will need when entering industry. (2.6)

Recommendation

Develop and implement a comprehensive safety testing program separate from the Milady testing. (3.3)

Fashion Technology / Marketing and Entrepreneurship

Narrative Program Summary

Program Basics

The Fashion Design program is a two-year program for juniors and seniors. This was changed from a four-year program starting the 2017-18 school year. Moving forward, trends for student enrollment will be analyzed starting in the 2018-19 school year. The Fashion Design program is located in two rooms; the shop is located on the first floor in B144; the classroom/related room is on the second floor in K206. There are multiple types of machines in the shop including two blind stitch machines, two home version embroidery machines, three industrial irons, a spool winder, and two bobbin winders. The room has one small closet and multiple storage cabinets. The areas are clean. The exit doors are clearly marked. Evacuation diagrams are noted with clear evacuation routes. There are no student lockers or restrooms in the shop area or related classroom. There are 18 student computers in the shop and 16 student computers in the related room. Both rooms are well-organized. Each student has his or her own designated workstation.

Student Demographics

Student enrollment in the 2017-18 school year, the four-year program consisted of 11 seniors, 15 juniors, 16 sophomores and no freshmen in the program. Student enrollment in the 2019-2020 school year, the two-year program consists of 12 seniors and 7 juniors. The current seniors were in the four-year program; the current juniors are the first group to enroll in the two-year program. The program consists of only females at this time.

Curriculum

Performance competencies are skill/project-based and are taught in the shop area. Competencies related to the theory are taught in the related classroom. The related classes include Textile Science, Apparel Design & Marketing, Fashion Industry & Entrepreneurship, and Fashion/Visual Merchandising. The curriculum is derived from the Massachusetts Fashion Technology State Frameworks and is aligned with the school's core values. The topics covered are aligned with the Massachusetts State Frameworks and are at a progressive level of difficulty and skill.

Instruction

The curriculum is reviewed yearly by program instructors. It is also reviewed and discussed with the Program Advisory Committee twice yearly. The committee discusses what the current trends are and what the students should be learning. Blending business trends and frameworks are worked on by the teachers. Students are taught using a variety of instructional methods. Instruction includes small group demonstrations and one-to-one instruction. In the related theory classes, students use textbooks, Interactive Whiteboard lessons, and hands-on projects. Technology is integrated into related theory classes and fashion labs. Students are introduced to design and entrepreneurship programs. Students continue with academic curricula during shop time to write work sample essays based on what they are learning in the shop. Math for the fashion industry and textile sciences is also covered in the related theory classes. Differentiation is built into the instruction. Students in the shop are given both oral and written directions as well as hands-on demonstrations. There are multiple projects designed for student problem-solving, including design challenges.

Classroom management strategies, rules, policies, and procedures are established at the beginning of the year so that students are aware of the expectations of the classroom. Routines are established so that students know what they should be doing at all times. Teachers review documents (IEPs and 504s) at the beginning of each

year and when updated. A checklist of all of the accommodations and modifications is used in order to know what type of assistance each student needs. Teachers provide accommodations and modifications as needed for each student.

A variety of community outreach programs are worthy of comment. "Books and Bears" is a cooperative project with Early Childhood and Media Tech for the New Bedford Police Department. Fashion Technology creates stuffed teddy bears, Early Childhood and Media Tech design coloring books and storybooks. Fashion Technology students also work with community organizations such as YWCA (Red Dress Fundraiser and Friends of Jack Foundation (duffle bags, Teddy Bears. In-house, Fashion Technology implemented a new alteration service. Greater New Bedford Tech school community members can drop off clothes for alterations. Sixty smocks for the Cosmetology Department were altered for proper fitting. Rachel's Closet (a closet in school where clean clothing is available to those in need, runs under the program Rachel's Challenge is maintained by the Fashion Technology students.

The Fashion Technology Program's Advisory Committee is made up of industry professionals that advise the teachers on what is current in the industry. The PAC includes a variety of community members including business owners and college fashion design professors from local colleges. Students receive shop safety training and must pass a shop safety test during the first week of class with a grade of 90 or higher. Transfer students in the junior year have also received their OSHA 10-hour general safety training while others received Career Safe: Start Safe. Stay Safe Workplace Training.

Assessment and Credentialing

Teachers assess students using a variety of methods including, tests, quizzes, projects, and presentations. Rubrics are used to evaluate students' work.

Parents/guardians are able to see the students' grades in the Aspen portal. Lesson objectives are clearly stated on each lesson plan and on the board daily. Teachers use a variety of methods to test for formative and summative learning. Students are evaluated with classwork, quizzes, tests, and projects. Rubrics are used on all unit projects, trimester binder grades, and technical writing pieces. Teachers provide students with consistent observations, check-ins, and constructive assessments. Teachers review and reflect upon formative assessments to ensure that students comprehend all material. Instruction adjustment is then updated based on overall class results. Students can earn their Pre-Professional Certification in Fashion, Apparel, and Textiles through the American Association of Family and Consumer Sciences (AAFCS). The Fashion Design industry does not require licensure.

Student Clubs and Organizations

Student representation is found in the National Honor Society, SkillsUSA, and the Fashion Institute Design & Merchandise College Fashion Club. The President of the New Bedford Tech Fashion Club receives a monetary scholarship to the Fashion Institute of Design & Merchandising. A Fashion student was instrumental in starting an American Sign Language club. Other students participate in sports, clubs, and organizations. In past years, Fashion Technology students have placed in SkillsUSA at the district and state levels.

Student Placement

In 2018-2019, one Fashion Technology student chose to participate in the co-op program. Senior students who are eligible for co-operative education placement often choose to stay in school to showcase their clothing line work for a Spring Fashion Show. This Spring Fashion Show generated much interest in participation from student models within the school modeling up to 300 pieces of clothing. Integration was incorporated into this project with the Electrical shop (wiring of lights for the runway and Carpentry (building of stage. With the recent reduction of Fashion Technology program years from a 4-year program to a 2-year Junior/Senior program, there is a question about making this happen in the 2019-2020 school year. This Junior class is the first class for this new two-year design of study. There are currently no articulation agreements with higher education.

Graduation Rates

Over the past nine years, the program has had a 100 percent graduation rate. Graduates of the Fashion Technology program are tracked. In the years from 2007 – 2015, there were 134 graduates from the program. Of those graduates, 10 percent were employed immediately in the field, 6.7 percent were employed in non-related employment, and 45 percent went on to higher education. In 2018, there were a total of 11 graduates from the program --- 10 continued on to higher education, 1 went into the workforce in a non-related position.

Faculty

Teachers attend workshops, education-related conferences, industry-related software training, and take college courses. Teachers demonstrate professional leadership by participating in multiple committees and serving as advisors. Currently, as a whole, the department instructors serve on the Core Values Committee, Bear Award Committee, Diversity Committee, SkillsUSA and the Fashion Club.

Adequacy of Department Resources

The instructors informed the visiting team that they currently have an adequate budget, sufficient staff, and access to sufficient resources. Teachers sometimes find it difficult to purchase quality fabric because not many fabric vendors take school purchase orders.

The technology has recently been updated with the purchase of industry software for pattern design. New tablets for drawing are targeted for purchase to be used with the computers. The budget is adequate for the implementation of the current curriculum.

Production Work

The Fashion Design program performs community work both inside and outside of school. The projects that students have taken part in over the past few years include:

- Books & Bears – Teddy Bears & Tote bags (community service project where bears are donated to the New Bedford Police Department)
- YWCA Red Dress Fashion Show--- Students design & model red dresses
- Table Covers for the Charles W. Morgan Whaling Ship event
- New Teacher Tote Bags for all new, incoming vocational-technical faculty
- Little girls' dresses for orphans in Haiti and the Cape Verde Islands
- Backpacks for local homeless students, families in need and children in Cape Verde.
- Alteration service within the school for all faculty and staff

Climate in the Department/Program

The overall climate of the program is welcoming and positive. The atmosphere is all-inclusive and collaborative among both staff and students. The visiting team observed an atmosphere with no evidence of harassing language or behavior. While the climate is gender-neutral, currently there is only one male enrolled in the program. Clothing projects are geared for both male and female students.

Outside Input

The Fashion Design Program Advisory Committee meets twice per school year. It is comprised of a student and their parent, and other members from the local industry, businesses, and higher education. These include manufacturing, design, higher education, and fashion industry/retail entrepreneurs. It was reported that the committee's recommendations have had a positive impact on the program.

Fashion Technology / Marketing and Entrepreneurship Commendations

Commendation

The diversity of the members of the Program Advisory Committee reflects an inclusive culture. (2.8, 7.8)

Commendation

The school-wide and community outreach initiated by this program as evident in its production work. (5.9)

Fashion Technology / Marketing and Entrepreneurship Recommendations

Recommendation

Formulate a data analysis report of student enrollment trends in Fashion Technology, including potential interest from open house events and guidance inquiries, etc., to determine the program's future. (4.6, 4.8)

Recommendation

Secure funds to purchase tablets to enhance drawing capabilities with a computer program (7.1)

Carpentry

Narrative Program Summary

Program Basics

The Carpentry area is sufficient for the current enrollment. There are four shop areas as well as an area for related instruction. There is room for an increase in enrollment. The entire area is clean, well marked with signage. Lockers and restrooms are easily accessible. Safety tests are administered in the shop and students must get a score of 100 percent in order to pass. Instructors log each student as taking and passing the tests but do not keep a copy of the test.

Student Demographics

The numbers have been increasing consistently for the last few years. Enrollment has increased from 75 percent to approximately 90 percent of capacity. The six student representatives (12th, 11th, 10th) were all excited and passionate about what they were doing. The seniors were on the outside crew while the others were working on inside projects. They were all able and excited to explain what they were doing in detail.

Curriculum

The curriculum follows state carpentry standards. The focus is on performance and employability skills. There is a clearly defined rubric. The rubric lays out the five tasks to be accomplished clearly for the students. There is also a checklist for the students to create a portfolio. The checklist is also clear and easy to follow. Both the rubric and the checklist are pointing the students to reaching high levels of performance and employability status. The instructors all work together and are working towards the same goal of performance and employability. Having spoken with five of the instructors, the visiting team learned that they regularly meet and discuss curriculum and student progress.

Instruction

It was clear to the visiting team that the instructors are used to visitors walking through the program area. They all continued to teach regardless of visitors. More impressive is that the students did not get distracted and kept their focus on the job at hand, whether a project or hands-on instruction. Students were observed during lectures, carpentry tasks, and bookwork. There was no “downtime” observed. They were engaged and completely engrossed in the task at hand. Safety is a priority in the shop. All students were observed wearing safety glasses.

Assessment and Credentialing

Student progress is assessed in a multitude of ways: projects, paper, tests and quizzes on an ongoing basis. Competencies are graded as either “Attempting,” “Developing,” “Proficient,” or “Exemplary.” Students receive a daily grade that shows progress and where more work or effort is needed. The previously mentioned rubrics are used daily to show students and parents what has been done and what still has to be done.

Student Clubs and Awards

The program is well represented in SkillsUSA. There were sixteen participants in the 2018 competitions. Instructors would like to increase that number. Last year two students advanced to the state SkillsUSA TeamWorks competition.

Student Placement

There is only one student on co-op placement this year. The staff, as a whole, is frustrated with that number. The students say they would rather stay in school with their friends.

Graduation Rates

In the past two years, a commendable number of graduates, over 50 percent, went onto higher education or into construction-related industries. Another 15 percent went into the military or non-construction-related industry.

Faculty

Instructors all complete certification updates for their construction licenses and all PDP work required by DESE. All have their professional teaching licenses.

Adequacy of Department/Program Resources

Instructors all believe that the program has sufficient resources to meet students' needs and that when additional equipment is needed, the administration makes sure they get it as soon as possible. As enrollment increases, those budgetary levels will need to increase accordingly.

Production Work

There is an outside component where students go out into the community for building projects. Speaking to the students before they left, this opportunity is something that they enjoy. The shop is in the process of building a shed for the facilities program in conjunction with drafting and electrical.

Climate in the Department/Program

The culture within the program is a positive one where all members collaborate and work together to meet all student needs. Students were all attentive and respectful to instructors and respectful to each other. Students were all engaged in all aspects of the shop.

Advisory Committee

The program has what appears to be a dedicated and active Program Advisory Committee. The committee is mostly comprised of people from the industry. There are parents and students also on the board. The most recent meeting had 14 of 18 members present.

Carpentry Commendations

Commendation

The instructors for providing significant time working individually with students, before, after and during school. This is helpful to students and is a tremendous way to provide personalized instruction and increase the success rate of the program's students. (2.4, 2.7, 3.2, 4.4)

Commendation

The student's attention to their work projects and the exemplary respect shown for each other. (5.1, 6.1)

Commendation

The collegiality of the staff and the way they are all on the same page with respect to curriculum and classroom management. (1.1, 3.1, 3.4)

Carpentry Recommendations

Recommendation

Secure funding for an upgrade of the dust collection system in order to improve the air quality in the instructional areas. (7.1, 7.2, 7.5)

Recommendation

Develop and implement all necessary safety tests that are related to the industry delivery of CVTE Framework Strand One, which can be stored and archived for at least five years. (3.6)

Recommendation

Replace the 17 year old CNC machine, so as to be more relevant to the demands of the program. (7.2)

Recommendation

Maintain a consistent student-teacher ratio as enrollment increases. (4.7, 4.8, 6.8)

Electricity

Narrative Program Summary

Program Basics

The Electrical Technology program is located on the northeastern end side of the first floor of the building. There are four separate shop areas and one related classroom. The freshman shop is located in G119, with a total of 2245 sq. ft. There is one computer in the room for the instructor's use, and there is a touch-screen SMART projector. Sophomores are in room G123, with a total of 3869 sq. ft. This room contains one instructor computer and three student computers. Junior (G120) and senior (G116) shops each have 2325 sq. ft. The juniors have two instructor computers and three student computers, while the seniors have two instructor computers, four student computers, and a SMART Board. Each room has a color printer. All machinery in the shop is portable; no fixed machinery is present. The related classroom is located in K-105, and it has only one computer and a SMART Board. It is capable of seating at least 20 students. All classrooms are clean with adequate lighting and one men's restroom in each shop. A women's restroom is approximately 35 feet from the Electrical Technology area, and a gender-neutral bathroom is located about 100 feet away. Proper signage is in place. All shops are equipped with emergency power shut-offs (emergency stops, fire extinguishers, and hand wash stations, in which two of the four shops have a permanently installed eyewash station. Each shop contains 44 student lockers in the shop area. There are clear evacuation routes with exit signs and a safety route displayed. The areas are clean, but floors need to be refinished, and safety lines need to be repainted throughout all four shop areas.

Student Demographics

Each year the Electrical program receives approximately forty (40) first-year students which are the maximum they can accommodate. At the time of our visit, Exploratory is still in process, but the instructors are confident, based on past enrollment, that they will attain their maximum enrollment in the program. Current numbers in the program for sophomore year, forty (40), eight (8) of whom are nontraditional students, junior year, thirty-five (35), zero (0) students are nontraditional, and senior year, thirty-eight (38), three (3) of whom are nontraditional students.

Curriculum

The curriculum is based on the Department of Elementary and Secondary Education's Vocational Electrical Frameworks CIP code #460302. There is clear evidence of curriculum cohesion between all instructors across all grade levels, in addition to the vocational assistant as well. The curriculum throughout all four grade levels is thought out and well planned and organized for maximum time on learning. Students in related theory classes get the opportunity to put into practice what they have learned in the shop setting.

Based on the evidence provided via the instructor's syllabi, each grade level's curriculum outlines what the students will experience and learn. Also, present within the curricula is course goals, job sheets for project assessments, project rubrics, daily grading rubrics, and portfolio writing rubrics. Each grade level also continues to track each student's competencies via the competency tracking sheet used by the electrical program.

First-year students begin exploring the program; those placed permanently within the Electrical program will start with fundamentals of basic electrical theory/circuitry. Then they will move to residential wiring. The sophomores build upon the previous year and expand their knowledge of residential wiring practices. Sophomores within the program also will learn DC circuitry, advanced theory, and mathematics applications for the electrical field. The junior class builds upon the previous two years and begins to learn advanced methods and theories of electrical, along with commercial wiring and installations.

The curriculum is reviewed by the instructors and the Program Advisory Committee annually to update or realign the curriculum as needed.

Instruction

Teachers' instructional practices are evaluated annually per DESE guidelines. Students are taught according to their learning style, as described in the Career Cruising profile. Students with 504 Plans, IEPs, and those with Limited English Proficiency are instructed following the required modifications and accommodations. The visiting team observed evidence that shows the instructors are teaching each student's individual educational needs. Along with traditional instruction, every PowerPoint presentation has pictorial instructions to teach to all students.

Technology is integrated into the students' instruction during the junior year in commercial wiring when installing life safety and security systems. Also, the senior class will use technology during their programmable logic controls (PLC's modules. Additionally, within the Electrical program, students will utilize skills gained through their academic courses to accomplish their portfolios, mathematical equations algebraic through trigonometric, essays and technical reading and writing.

Based on the evidence provided via the instructor's syllabi, each grade level's curriculum outlines what the students will experience and learn. Course goals, job sheets for project assessments, project rubrics, daily grading rubrics, and portfolio writing rubrics are present within the curriculum. Each grade level also continues to track each student's competencies via the competency tracking sheet used by the electrical program.

Within the Electrical program, classroom management begins with the freshman class. Based on observations and the evidence provided via the instructors, the expectations are set when students enter the Exploratory program and then are permanently placed within the electrical program. This expectation is carried through every grade level and continually reinforced via the instructors and upper-level students. Some classroom management techniques observed were sign-in sheets, assigned seating, expectations setting, review of shop rules, and electrical safety rules. Every student receives a grading rubric and is encouraged to utilize it to gain the highest possible points. Also, students are given an evaluation sheet to assess the program and offer input to effect change within the program.

The curriculum is reviewed by the instructors and the Program Advisory Committee annually in order to update or realign the curriculum as needed. Each student graduates with an OSHA 10 certification.

Per industry standard, The Electrical Technology program has adopted and put into policy a "no live-work" program.

Assessment and Credentialing

Competency profiles are used for each student throughout all four grade levels within the electrical program. Each instructor utilizes formative and summative assessments through each grade level to show student improvement throughout the various lessons and hands-on projects. Lesson plans are accompanied by supporting documents, PowerPoints, quizzes, and exams. Lesson objectives are clearly stated, and upon observing the freshman, sophomore, and junior related theory class, it was evident each student knew the set routines and what they were supposed to be working on during that time. Parent/guardian contact is done via the Alpine X2 portal. In addition, the Electrical program sends home documentation and a syllabus to the parents/guardians outlining each grade level course. The parents then sign, stating they have reviewed the syllabus and send the signed document back with the student for collection. The visiting team observed each instructor offering critical verbal feedback and encouragement to their students during the learning process.

Students who complete the program are eligible to receive up to 1900 work hours and up to 300 related hours. Each student in the electrical program sits for OSHA 10 hour training through career safe during the sophomore year. Upon completion of the career safe program, each student must pass an exam to receive his/her OSHA 10 card.

Student Clubs and Awards

Students in the Electrical program participate in SkillsUSA and continue to place at the national level competition for residential wiring. There are also projects that the students have built for SkillsUSA that are displayed within the electrical shop. The Electrical program has students who also participate in sports programs such as basketball, football, and volleyball.

Student Placement

The Electrical program currently has fifteen (15) senior students placed in a co-operative education position which is 39.4 percent of the senior class. Students on co-operative education placement work on light, heat, and power distribution circuitry. Currently, junior students have not been placed and will be ready for placement in January 2020.

Graduation Rates

The graduation rate for the Electrical program for the past three years is as follows; one hundred and sixteen graduates (116), seven (7) of those students went into the military branches which equal 7 percent of the class, thirty-three (33) went into the electrical field which equals 27 percent of the class, sixty-seven (67) pursued higher education which equals 58 percent of the class, and nine (9) students took employment outside of the electrical field which is 8 percent of the class.

Faculty

All instructors in the Electrical program, including the vocational assistant, are alumni of the GNBRVT's Electrical program. All instructors are up to date with their electrical licensure, including their professional teaching licenses. Currently, instructors are going through the SEI program for the state-mandated endorsement.

Adequacy of Department/Program Resources

The Electrical program has sufficient, and up-to-date equipment to facilitate learning in the shop areas, and the related theory classrooms. All equipment is functioning and in working order. The Electrical Department has a vocational assistant; however, it was not evident that he was scheduled full time in the program as he is used for various other duties within the school building. The visiting team did observe the assistant working with the freshman class and the sophomore class. All equipment and work areas are sufficient for the students' hands-on learning.

Production Work

The Electrical Department has an active outside works program. However, the visiting team did not observe them working off-site or performing repairs on campus.

Climate in the Department/Program

The visiting team observed students engaged and engrossed in conversations based on the lesson displayed on the smartboard. Both the students and the instructors engaged in meaningful dialogue regarding the paths that an electrical apprentice can take within the electrical field. Both students and teachers spoke to each other professionally, and it was evident the relationships the instructor built with their students have fostered trust.

Outside Input

The Electrical program does have an active Program Advisory Committee. Advisory meeting minutes have been provided as evidence. The electrical program utilizes its advisory board to shape the lessons and curriculum that is currently in place and being taught. The Electrical program also has involvement from the employers that higher the electrical students for cooperative education placement. The contractors assist with various donations of consumable materials, devices, and tools.

Electricity Commendations

Commendation

The culture/climate demonstrated by the staff in Electricity, which appears to be a collaborative, respectful environment as evident by the personal interaction between colleagues, and the teaching material which reflects shared student goals and work product. (3.4, 4.3, 4.7)

Electricity Recommendations

Recommendation

Rebuild the student work bays throughout all four shops, to meet storage needs. (1.2, 2.1, 2.4, 2.5, 2.9, 4.3, 4.5, 4.8, 7.5)

Recommendation

Incorporate student access to technology so they may learn and program life safety and security systems, lighting control systems, PLC systems (1.2, 2.1, 2.4, 2.5, 2.9, 4.3, 4.5, 4.8, 7.5)

Recommendation

Create and implement a plan to allow teachers to program the many systems utilized in the shop. Those systems are life safety, and security systems, lighting control systems, PLC systems and so on. (1.2, 2.1, 2.4, 2.5, 2.9, 4.3, 4.5, 4.8, 7.5)

Heating, Ventilation, Air Conditioning and Refrigeration

Narrative Program Summary

Program Basics

The HVAC/R program is located on the north side of the first floor of the building. There are three separate shop areas. The back-shop measures 50' x 45' and has a mezzanine for storage. Sophomores and freshmen, during the second half of the year, are taught in this area. The middle shop measures 45' x 92' and is used for junior and senior students, and has a mezzanine for storage and a working area. The front shop is 30' x 27' and is used for Exploratory freshmen during the first half of the year. Both theory and trade knowledge are taught in all the shop areas, with two periods of related on the academic cycle for juniors and seniors and one period for sophomores. Freshmen are taught safety and trade basics and basic sheet metal fabrication. Sophomores are taught sheet metal installation and fabrication. Juniors are taught basic refrigeration (sealed system), gauge reading, system evacuation and basic equipment operation. Seniors are taught HVAC/R including heating, electric, gas, oil and central air conditioning. The shops are clearly marked with emergency routes, exit signs, and fire extinguishers. The HVAC/R shop has approximately 120 students. Lockers for the freshmen are located in the hallway outside of the shop; sophomore lockers are located in the back-shop area, and the junior and senior lockers are in the middle shop area.

Student Demographics

Up to 120 students have been enrolled in the HVAC/R Technology program at any one time, 30 for each of grades 9, 10, 11, and 12. The program accepts up to 30 new students each year after the completion of grade 9 Exploratory. The program currently has 100 students, twenty fewer than the maximum. HVAC/R Technology has been a very popular program, normally attracting more applicants than it has seats. In 2017-2018 alone, 29 students applied. Over the past five years, overall enrollment percentage has ranged from a low of 80 percent in 2013 to a high of 95 percent in 2017. Enrollment is approximately 70 percent male and 30 percent female, with the percentage of female students steadily increasing over the past five years. The program and the HVAC/R service industry have actively recruited female students and employees. This effort has directly led to increasing interest from female students over the past five years.

Curriculum

Instructors base their teaching on the Massachusetts Vocational Technical Education Frameworks for HVAC, Sheet Metal, and Appliance Technology. The program has five instructors. The freshman instructor holds a Massachusetts Sheet Metal License and professional teaching certification in Sheet Metalworking. The sophomore instructor holds a professional teaching certification in Appliance Technology. The junior instructor holds a Massachusetts Refrigeration License, Rhode Island Refrigeration License, Massachusetts Sheet Metal License, Massachusetts Oil Burner License, Massachusetts Second Class Fireman License and a preliminary teaching certification in HVAC. The senior instructor holds a Massachusetts Refrigeration License and a professional teaching certification in HVAC. The related instructor teaches sophomores, juniors and seniors. She holds a Massachusetts Refrigeration License, Massachusetts Second Class Fireman License, Massachusetts Oil Burner License and a professional teaching certification in HVAC/R. The freshman shop is a three-day Exploratory program where the students work the first day with copper piping, the second day with electrical projects, and on the third day are introduced to the sheet metal portion of the trade. Sophomore year, the students are in the appliance repair shop where they learn about the service and repair of household appliances. Junior year is when the students are introduced to the commercial refrigeration portion of the trade and work on advanced piping and electrical projects. In the senior year, the students experience a complex mixture of most of the aspects of the residential part of the trade that they would see in entry-level positions in the HVAC trade. The curriculum and the way it is delivered to students are directly aligned with the school's core values, which emphasize personalized instruction. The curriculum follows the same written format used in all other career and

technical education programs in the school. It is a competency-based curriculum that sets out clear performance expectations for students. The curriculum is updated/reviewed regularly, both by teachers and administrators and by the Program Advisory Committee which meets twice annually. Teachers and administrators review and update the curriculum informally and as particular issues arise. The Program Advisory Committee provides general feedback to teachers and administrators about curriculum issues, equipment, and industry trends during its twice-yearly meetings.

Instruction

The teachers' instruction is evaluated annually, in accordance with a comprehensive evaluation system prescribed by the Massachusetts Department of Elementary and Secondary Education and adopted by the school district. As part of this system, teachers set personal performance goals that align with school and district goals. Teachers in the HVAC/R program use a combination of full class lectures, small group, and individual teaching techniques. Students are often taught individually, in the lab, in the theory classroom, and after school. Teachers provide different types of instruction for the different kinds of learners. Teachers are notified by the Special Education Department of the students who are on IEPs or have 504 plans. Teachers provide accommodations and modifications, as needed. In the theory classroom, the teachers incorporate PowerPoint presentations into instruction and encourage students to use technology in their study. While some of the equipment in the lab requires the use of technology, computers are available in the related room. Teachers offer extra help to students, after school, if the student schedules an appointment with the teacher. All five teachers regularly volunteer to assist students after school. Students needing help are actively encouraged to make use of the extra help. Letters and e-mails are also sent to parents/guardians advising them of the opportunity for their sons/daughters to take the EPA 608 Certification Exam which allows them to work with refrigerants. HVAC teachers provide competency-based education and they keep track of student progress through testing with both written and performance. Teachers use this data to gauge the performance of individual students, and the class as a whole. Teachers adjust their instruction based on this data. Because of the nature of the machines used in instruction, the HVAC/R shop is often quite loud. However, with few exceptions, students follow the classroom rules which are presented by their teachers and prominently posted in the shop. Students are courteous and respectful to their peers and their teachers. Safety is important in the program. Each year, teachers give instruction on safety and students are required to pass safety tests. By the end of the sophomore year, all students are expected to earn an OSHA 10 certificate. There have been no serious injuries or accidents in the HVAC/R Technology program since the program started.

Assessment and Credentialing

Student progress is regularly assessed, following the steps below: First, assessment begins with a pre-test, which is passed out on any given subject pertaining to what is to be learned each cycle (before any prior knowledge or information is given) and at the end of a cycle, the post-test is given to students to gauge their progress. Second, teachers keep daily grade books to track hands-on work. Third, teachers administer written formative assessments at least once per cycle. Fourth, they administer written and hands-on end-of-year assessments. Fifth, some teachers require students to keep a journal and make daily entries. Sixth, teachers require all senior students to complete a Senior Project. Teachers use this variety of assessments to inform individual and classroom-wide instruction and to improve student performance. All assignments are posted on whiteboards and poster boards in the classrooms and on Aspen, a web portal available to students and parents/guardians. Grades are also posted on the web portal weekly. Grades can only be seen by the student and parents/guardians of that student. The theory instructor always uses rubrics for grading work and posts copies of the rubric with assignments. Students receive immediate feedback from their teachers while in the lab, allowing students to revise and improve their work. Students in theory/related generally receive their grades within 24 hours of any testing. Students have generally done well in securing state and national industry-recognized credentials. In the Class of 2017, 17 of 19 graduates received EPA certification, allowing them to work with refrigerants and purchase air conditioning equipment.

Student Clubs and Awards

In 2018-2019, nine students currently in the HVAC program competed in various skills and leadership competitions run by SkillsUSA. Among those nine students, three sophomores in Appliance Repair received one gold, one silver, and one bronze medal at the state competition. One of the students went on to earn a silver medal in the national competition. SkillsUSA was the only competition HVAC students participated in the past year.

Student Placement

While enrolled at GNBVRT, the HVAC students spend most of their time in the program shop areas. When service is needed in the school, certain students will be asked to go and help out with repairs and troubleshooting of HVAC equipment. They will perform these duties in the presence of an instructor or have an instructor check their work when complete. The co-operative education program offers students the opportunity to have a chance to work out in industry in place of coming to shop for the six-day cycle. This opportunity gives them a great way to make money and learn about the trade. The student must have earned a 70 or above and have their EPA Certification to be eligible to be signed out for co-op. The employer must be fully insured and provide a safe working environment. The co-operative education coordinator handles all the required paperwork and completes on-site inspections before a company can hire a student. Over the years, the HVAC program generally has five-six senior students on co-op. The school does have articulation agreements with area tech schools and colleges.

Graduation Rates

Over the past five years, an average of 40 percent of HVAC graduates have gone directly into jobs in the HVAC services field. Forty percent have pursued a higher education, and 15 percent have gone into the military. With some minor variations, these percentages have held fairly steady from year to year. In 2016, a one-year follow-up survey of graduates indicated that 95 percent of the students who went directly into the HVAC services area continued to be employed in the field.

Faculty

All five teachers in the HVAC/R program are appropriately licensed by the Department of Elementary and Secondary Education. Teachers demonstrate professional responsibilities by creating rapport with team instructors and students. Teachers create rapport through collaborative planning and through professional development. Teachers participate in In-Service days which target development in their trade. The school uses data from vocational, state, and local trends to improve, change, and monitor areas to determine effectiveness of current programs and/or propose new programs. HVAC-R has strong affiliations with trade associations, local vendors and companies who are also advisory committee members. In addition, a vast majority of service opportunities are made available to all students to obtain careers in their trade in the future.

Adequacy of Program Resources

The student to teacher ratio is fewer than 15 students per teacher, and this provides the students with an effective learning environment. Currently, the equipment and technology are up-to-date and meet current standards. The HVAC/R program has committed to owning up-to-date equipment, and all is in proper working condition. If there are any issues with the equipment, there are procedures in place for repair and/or disposal. The budget has kept up with the rising cost of the profession and education.

Production Work

Because of the nature of the HVAC-R/Appliance Technology program and the school's schedule which has recently been shortened into 6-day cycles, there is limited opportunity for students to engage in production work. However, the program has occasionally accepted some repair work (in house) using the school's "School Dude" work request initiative. Students have repaired and installed air conditioning equipment and some sheet metal/ductwork for some areas of the building. Also the HVAC/R students will repair and maintain some refrigeration units in the Culinary Department. Other examples of work include repairing and installing new appliances throughout the different locations in the building.

Climate in the Program

Faculty and students work together closely and collaboratively in the HVAC-R/AT program. A quality education is offered to all students regardless of gender, race, ethnicity, sexual orientation, or disability through a blind admission process and an assessment process based on performance. Teachers and administrators are aware of the school's anti-discrimination policy and diligently adhere to it. The program is designed to be flexible to meet

the needs of individual students while maintaining high-performance standards for all. The shop values hard work, acceptance, and a safe working environment that is held to such a high standard. In the last two years, there have been no incidents of harassment or bullying in the shop. This is achieved by the shop's high standards.

Outside Input

HVAC/R has an active Program Advisory Committee that meets twice a year. There are 15 people on the membership list. Currently both women and racial minorities are represented on the committee, however, there are no representatives from higher education. The committee keeps minutes and notes of its meeting and updates them twice a year. At least four of the five HVAC/R instructors are always present during the meetings. Suggestions are made to the Program Advisory Committee regarding the program's equipment and monetary needs.

Heating, Ventilation, Air Conditioning and Refrigeration Commendations

Commendation

The incorporation of more live refrigeration projects provides students with authentic learning experiences (2.3)

Heating, Ventilation, Air Conditioning and Refrigeration Recommendations

Recommendation

Secure Mini-Split trainers and incorporate installation and service training in this growing area of the industry (2.7)

Recommendation

Research the advantages of moving the Sheetmetal course of study to the senior year, in order to prioritize HVAC/R instruction. This will allow a better flow of HVAC/R instruction from freshman through the junior year (2.7)

Recommendation

Construct areas in the shop for live application of equipment in the upper mezzanine area that would simulate cubicles built out of lumber similar to what would be seen in a new home.

Plumbing

Narrative Program Summary

Program Basics:

The Plumbing program is located in G Block on the north side of the school building. The shop space is comprised of two rooms (G101 and G103), and there is a related classroom located in K Block. The shop area has approximately 4200 sq. ft. of space, while the classroom is 648 sq. ft. Machines are located around the perimeter of the shop in G101. The shop is well organized and is cleaned daily. There is appropriate signage, and evacuation routes are posted in both the shop and classroom.

Student Demographics:

During the 2017-2018 school year, there were a total of 64 students enrolled in the Plumbing program. Students per grade are as follows: Grade 9 – 18 students, grade 10 – 19 students, grade 11 – 13 students, and grade 12 – 14 students. Enrollment numbers have increased. Typically, this depends on the need from the outside economy. The trends now show that there is an increase in interest in the plumbing trade. Students are typically male. At this time, there is only one female student enrolled in the shop. Non-Traditional students are encouraged in this shop. More female students are rotated through Plumbing during the Exploratory process than in the past.

Curriculum:

Instructors use a curriculum that is based on the Massachusetts Vocational Standards for Plumbing and Gas Fitting. This is taught by four instructors. Related classes in trade science and trade math are taught by one instructor for grades 9-12. In the shop, there is one teacher for grades 9 and 10, one for grades 11 and 12, and an instructor who works with juniors and seniors on off-campus projects.

The curriculum is aligned with the school's core values. The curriculum is tiered to follow the Massachusetts Plumbing and Gas Fitting tier program. Students are expected to graduate with three credited tiers toward a plumbing apprenticeship and 1700 hours of accumulated trade time. The curriculum is competency-based. Related classes are aligned with shop instruction. The curriculum is reviewed and revised/updated by all shop and related instructors annually and is also reviewed by the academy administrator.

Instruction:

The visiting team observed a freshman Exploratory lesson. Students were introduced to the plumbing shop and the expectations of them while they were in the shop. The instructor went over the plan for the day. The class started with a ruler reading assignment and lesson. The students then went into the underclass related room for a basic lesson on the skills they will demonstrate in the shop pipe threading. There was evidence of a well-planned lesson. Portfolios are also part of the students' instruction. These portfolios are reviewed by the instructors every trimester.

Assessments and Credentialing:

Students are assessed using a rubric and standards of the industry. Grading policy is utilized. Students' competencies are tracked using a school designed spreadsheet. These competency sheets are maintained in the academy administrator's office.

Clubs and Awards:

GNB students are involved in SkillsUSA and compete in the Plumbing competition and TeamWorks at the district and state levels.

Student Placement:

Currently, there are three plumbing students enrolled in the co-operative education placement program. The construction business in the Greater New Bedford area appears to be slower than the norm in the commonwealth. The switch to the six-day cycle prohibited some employers from participating in the co-operative education placement program.

Graduation Rate:

Based on teacher interviews and data, the Plumbing shop has had a 100%percent graduation rate. The instructor stated that there has been a 100 percent graduation for the 26 years that he has been employed at GNBRVT. Based on enrollment of graduates in the evening plumbing tier program, a large number of graduates continue to pursue their plumbing license.

Faculty:

All plumbing instructors complete six hours of continuing education in order to keep their license current. Teachers also attend professional development opportunities like MAVA Connecting for Success Conference. Teachers attend training for new equipment such as the Aquatherm piping system.

Adequacy of Program Resources:

Based on observations, the visiting team learned that adequate materials and tools are provided for the current enrollment levels. If these levels were to increase, additional staff, stock and tools would have to be provided for.

Production Work:

Upper-class students and the instructor do minor repairs around the building. In some cases, teacher coverage must be provided because of the number of students the plumbing instructor has at the time. Recently repairs to flushometers and lavatories have been done.

Climate in the Program:

During our brief observation, students in both classes appeared to be well behaved. There was no evidence of bullying or harassment.

Outside Input:

The Plumbing program has a Program Advisory Committee comprised of instructors, tradespeople, business owners (Plumbing Supply house), at least one parent and student, an administrator (Local Plumbing Inspectors), and a labor union representative. The Plumbing Advisory Committee is very active at GNBRVT. A recommendation from the committee resulted in the purchase of several Aquatherm Pipe machines as well as the pipe and fittings that go with them.

Plumbing Commendations

Commendation

The physical space supports and enhances all aspects of the educational program (7.5)

Plumbing Recommendations

Recommendation

Develop and implement a strategy to attract more non-traditional students into the plumbing program. (5.16)

Recommendation

Correct ventilation issues within the plumbing shop. (7.5)

Stationary Engineering

Narrative Program Summary

Program Basics

The Stationary Engineering program, previously known as Steam Engineering, is unique in that it is not offered at any other vocational technical school in the area. The program is located on the first floor of the school building and consists of three work areas. The junior and senior shop area, which measures approximately 9,800 square feet, is the steam plant area where juniors and seniors learn, practice, and utilize their skills on maintaining the boilers for the school as well as to create part of the electricity utilized by the school. The second area is the freshman and sophomore shop area, measuring approximately 2500 square feet. This area is known as the maintenance area where students in grades 9 and 10 learn hands-on how to work with the machinery and tools needed to learn the trade. The third area is the related classroom (room G112b, which measures approximately 550 square feet, where students learn related theory. In this room there are seven student computers used for research, portfolios, and PowerPoint presentations that enhance the learning experience. All large machinery and equipment are located in the shop areas with the steam plant area housing the largest of the machinery. Each of the areas is kept clean and well maintained. As part of shop protocol, students are required to clean all areas before they can leave for the day. Within each area there is proper signage for exits, emergency evacuations and signs for safety protocols required such as for the use of hard hats, safety glasses and personal protective equipment (PPE). There are lockers for each student in the Stationary Engineering program located near the respective shop areas. There are two boys' restrooms: one directly outside the related classroom and another in the Steam Plant area, and a girls' restroom is located just a short distance outside the shop area. As far as safety concerns, the shop is OSHA 10 certified and each student is required to have PPE. Proper attire such as boots with steel toes, personal hard hats, and safety glasses is enforced. In addition, a lock-out / tag-out system is in place to ensure additional safety. Certainly, there are dangers working with boilers/steam, chemicals, torches, and various electrical components however all measures are in place, enforced and practiced maximizing the safety of all students and staff.

Student Demographics

Up to 60 students can be enrolled in the Stationary Engineering program at any one time, 15 for each of grades 9, 10, 11 and 12. The program accepts up to 15 new students each year after the completion of the ninth-grade Exploratory program. The program, which was started in 1904, currently has 44 students enrolled. Over the last couple of years, changes that were initiated have increased the overall percentage of students selecting this shop. There has been an increase over the past four years in the number of freshmen starting in the program with all 15 seats being filled this year and last year (2017 and 2016 respectively). On average, a decrease of 0 to 1 student has occurred in each class over the past four years. The program will be at capacity with a total of 60 students by the year 2020. As of this year, enrollment for this shop is approximately seven percent female and 93 percent male. This is a significant decline in female enrollment compared to the past four years where there was an average of 26 percent female students. The instructors continue to impress upon the freshman Exploratory students how past female graduates have gone on to be very successful in this male-dominated trade.

Curriculum

Instructors use a curriculum that is based on the Massachusetts Vocational Technical Educational Frameworks for Stationary Engineering (CIP Code 479999). There are four instructors and one teaching assistant. The junior/senior instructor teaches lab work (hands-on) in a live operating boiler plant. The freshman/sophomore instructor teaches basic trade theory and safety. There is one related instructor who teaches theory/related to all four grades and assists the teachers when he is not teaching theory/related. There is also an instructor who is the infrastructure technician with the program who works with the Stationary Engineering students within the school to maintain all the facility auxiliary equipment. The teacher's aide assists within all the areas of the program. The curriculum and the way it is delivered to students is directly aligned with the school's core values which are Preparation, Passion, and Perseverance. The curriculum follows the same written format used in all

other career and technical education programs in the school. It is a competency-based curriculum that sets out clear performance expectations for students. The committee also completes an annual programming review every October. Teachers and administrators review and update the curriculum informally and as particular issues arise.

Instruction

The Stationary Engineering program encourages lifelong learning through a rigorous, relevant and meaningful education that fosters respect for diversity while encouraging Preparation, Passion, and Perseverance. The teachers' classroom instruction is evaluated annually, in accordance with a comprehensive evaluation system prescribed by the Massachusetts Department of Elementary and Secondary Education and adopted by the school district. As part of this system, teachers set personal performance goals that align with school and district goals. Teachers in the Stationary Engineering program combine full class lectures, small group, and individual teaching techniques. Students are often taught individually in the lab, workshop, boiler room, the classroom, and after school. Accommodations and modifications are made according to student needs following any IEP or 504 special needs requirements. Student documents are filed confidentially and available for review by instructors. There are multiple strategies used to integrate academic and technical instruction within the program. The Applied Math curriculum is intrinsically related to the academic math curriculum. Shop essays, research projects and goals essays are completed in conjunction with students' English classes. Teachers are fully utilizing all available technology in their planning, teaching, data collection as well as analysis and reporting. Some specific examples include using the PowerPoint projector for the OSHA course, the SMART Board in the boiler room to view the building management system and using interactive touch screen interface controls to run the boilers in the shop. The application of computers is integrated in the instructional program in multiple instances. Photography and publishing software is utilized in the production of the students' portfolio. As computers run and monitor the boilers used in the shop area, computer integration is an imperative and constant. New resources are supplied promptly when requested. Learning resources required to implement the program are readily available; this includes three texts: two in the shop area and one in the related classroom. Also used are supplemental worksheets, web instruction, and CD-ROM software from the text. Video testing and OSHA skills knowledge testing is an important facet of the program. Experienced Fireman's License test-takers supply practice test questions to enhance instruction. Instructors are creative and show initiative in their utilization of visual aids, diagrams, creative cutaways, hands on activities, color-coded plumbing systems identifying separate systems, PowerPoint presentations, interactive video testing in the delivery of instructional material. Instructors develop the following materials to target multiple learning styles and use them to scaffold instruction to address all ability levels: visual identifications graphic charts, video questions, PowerPoint presentations, hands on activities, interactive games, peer mentoring on tasks and group projects in the shop area involving state-of-the-art equipment. Safety instruction is of the highest priority, including an OSHA ten-hour general industry course which students must pass. Also, regular shop-specific safety requirements including confined space entry instruction are introduced on a regular schedule, which students must pass. Students are taught how to access, interpret and post SDS sheets on hazardous chemicals. Assessment on awareness of safety procedures and knowledge is ongoing throughout the program in both written and applied formats. Personal protective equipment is a key aspect of the safety initiative, including hard hats, gloves, face-shield for chemicals, goggles, chemical guard hard apron, and boots. Lock-out/tag-out is also required for every student to interface with the equipment used during training and maintenance to ensure safety.

Assessment and Credentialing

Student progress is regularly assessed. Teachers use the Microsoft Excel software to keep track of student competencies and keep daily grade books to track hands on work. Written summative assessments are administered at least once per cycle, as well as written and hands-on end-of-year assessments. Teachers require all students to keep a notebook and all students are required to complete a senior portfolio. Teachers use this variety of assessments to inform individual and classroom-wide instruction and to improve student performance. All assignments are posted weekly on a syllabus in the classroom and on Aspen X2, a web portal available to students and parents/guardians that shows students' progress and grades. Grades can only be seen by the student and parent/guardian of that student. Students receive immediate feedback from their teachers while in shop, allowing students to revise and improve their work. Students in related and shop receive their grades within 24 hours of any testing. Students have done very well in securing state and national industry-recognized credentials. For example, all of last year's graduating class earned an OSHA 10 certificate in General Industry and 9 out of 13 seniors earned a Massachusetts Second Class Fireman License.

Student Clubs and Achievements

GNBRVT's Stationary Engineering program is the only one in the state of Massachusetts; therefore, there are no other schools for their students to compete against in SkillsUSA. Two faculty members are advisors of student clubs: SADD (Students Against Destructive Decisions) and the STEAM Club, where students are tutored in preparation for earning their Second Class Fireman License.

Student Placement

Students in the Stationary Engineering program have the opportunity to participate in some form of work-based experience outside of the building. The students do not participate in any unpaid internships or job shadowing programs; however, there has historically been at least one student each year who is eligible to go on co-operative education placement. In 2016-17, there were four students who went out on co-operative education placement. Two had jobs at National Grid, one was at Frank I. Rounds, and the last student was at Covanta Waste to Energy. The rates for co-op placement can be affected for various reasons, such as availability of sites, availability of students over the age of 18, and student access to personal transportation. However, the students can sit for their Second Class Fireman License and the Stationary Engineering program does participate in dual enrollment with Massachusetts Maritime Academy. Those students who have their license are able to get certain credits waived if they attend Mass Maritime after graduation.

Graduation Rates

Over the past five years, from 2014 to 2017, approximately 24 percent of the graduates from Stationary Engineering have gone directly into jobs related to this field while 56 percent have pursued a higher education and 11 percent have gone into the military. Fewer than 10 percent have pursued employment in an unrelated field right out of high school. There has been some minor variation from year to year in the percentage of those going directly into a job-related field; however, each year, 50 percent or more continue to pursue a higher education.

Faculty

All four teachers in the Stationary Engineering program are appropriately licensed by the Department of Elementary and Secondary Education. All four teachers and the teachers' assistant are also licensed in their trade by the Massachusetts Department of Public Safety. The teachers stay current in their field by taking part in professional development opportunities offered by the school and remain current with their state-issued engineer's licenses. The licenses for all four teachers and assistant are renewed every five years after completing a mandatory 30-hour renewal course. Stationary Engineering teachers demonstrate their professional leadership skills in several ways. One teacher serves as lead teacher for the program. The second serves as a night school teacher and teaches several courses including the mandatory 30-hour renewal course for licensure. The third teacher serves as an advisor to students after school and is also a basketball coach.

Adequacy of Program Resources

The program has four teachers and one teacher assistant. It is equipped with machinery, supplies and sufficient resources to meet the needs of the program. The equipment is state-of-the-art and is working well. There are 12 computers in the related classroom. The computers in the theory classroom were purchased in 2016-17. The program has a budget that is sufficient to pay for supplies and to implement the curriculum. The instructors and the Program Advisory Committee have been asking for a new SMART Board to be installed and additional computers for the theory classroom in order to meet the maximum student population (15 per grade level).

Production Work

The Stationary Engineering program is unique in the way that students learn in a live operating boiler plant. During their junior and senior years, students are responsible for the operation of all the equipment which supplies heat, hot water and air-conditioning to the school. Students also perform general maintenance on all the equipment associated with the school's power plant. Students also work with their instructors, performing maintenance outside of the boiler plant within the school. All the equipment worked on is pertinent to the overall daily operation and environment within the school.

Climate in the Program

Faculty and students work together closely and collaboratively in the Stationary Engineering program. Teachers have actively sought to attract a more diverse population. Teachers spend time, both before and after school, providing additional instruction to students. Teachers pride themselves on promoting good behavior, serving as role models, and addressing any issues quickly and effectively in the classroom. Discipline issues are a rarity in the program.

Outside Input

Stationary Engineering has an active Program Advisory Committee that meets twice a year. It is composed of representatives from business and industry, higher education, labor, and the community, as well as students and parents. Currently, there are 18 persons on the membership list, and ten regularly attend twice-yearly meetings. Currently, there is one person representing higher education. The Program Advisory Committee keeps minutes of its meetings. All four teachers attend the meetings. The committee has been an integral part of the program and has worked hard to support the program and instructors.

Stationary Engineering Commendations

Commendation

The Stationary Engineering students for maintaining all the heat and cooling systems within the building.

Commendation

The students and staff for meticulously maintaining the power plant.

Commendation

The senior students for taking a leadership role in operating the power plant.

Commendation

The program, for having nine out of 14 seniors, who have achieved their Massachusetts Second Class Fireman License.

Stationary Engineering Recommendations

Recommendation

Complete the oil tank project, in order to avoid students losing valuable skills.

Recommendation

Correct issues with the ventilation system in the underclass soldering area.

Recommendation

Secure more computer stations in the related room, which currently offers seven computers for a class of 15 students.

Recommendation

Develop and implement all necessary safety tests that are related to the industry delivery of CVTE Framework Strand One, which can be stored and archived for at least five years. (3.6)

Recommendation

Dismantle the elevated area where the teacher's desk and file cabinets are currently located in order to provide an unobstructed view of the tool room area for safety purposes.

Early Education and Care

Narrative Program Summary

Program Basics

The Early Childhood pre-school and pre-kindergarten laboratory classrooms are located on the northwest end of the first floor of the school's main building. The pre-school classroom measurement is 1,925 sq. ft. and the measurement of the pre-kindergarten classroom is 986 sq. ft. An observation room is located between the two classrooms, and measures 125 sq. ft. The observation room is also used as a teacher prep room. There is a restroom in each classroom and they are handicap accessible. The playground is located outside of the pre-school laboratory and contains a large play structure that measures 1647 sq. ft. The playground surface is covered with impact absorbent wood chips and a concrete edging. The wood chips often need to be raked, get into children's shoes and get washed away with the rain and wind. The related classroom is used for teaching related theory and is located on the 3rd floor of the northeast side of the school's main building. The classroom measures 881 sq. ft., and there is no restroom in this classroom.

Principles of Business for ECE grade 10 students is taught in room B328 (third floor directly above the library). Twenty computers are available for students to use and there are six available to work in pairs. All classrooms, related and shop, have emergency signs and exit routes posted, along with a first-aid kit and SDS binders. Shop lockers are located outside of the pre-school and pre-kindergarten classrooms for the freshmen, sophomores, juniors and seniors. Children's lockers are located in the classroom, labeled with each child's name. Each locker contains space for the belongings of six children. Computers are available for student use in both shop areas. The related classroom has ten laptops and the visiting team observed that they were not functioning properly. Students must go to a computer lab to complete assignments. Classrooms were clean, functional and clear from unnecessary clutter. The custodial staff at GNBRVT cleans each classroom daily.

Student Demographics

There are 20 seniors, 20 juniors, 21 sophomores, and 19 freshmen in the Early Childhood Education program. Of the 80 students, three are male. Through conversations with staff, the visiting team determined that parents/guardians of male students do not want their sons to participate in the EEC shop. This demographic has been consistent for the past ten years.

Curriculum

Freshmen, sophomores, juniors, and seniors are taught by three vocational teachers, one related teacher, and one assistant teacher. All the teachers have earned a master's degree. They split the teaching responsibility by grade with the freshman Exploratory students receiving instruction in the classroom with sophomore students.

The curriculum is broken up as follows:

- Freshmen, Grade 9
 - Exploratory Program Introduction to Early Childhood Education, Part 1
- Sophomores, Grade 10
 - Introduction to Early Childhood Education, Part 2 ECE Laboratory
- Juniors, Grade 11
 - Child Development I Parenting and Teaching Curriculum Development ECE Laboratory
- Seniors, Grade 12
 - Child Development II Classroom Management Child Care Methods

Juniors and seniors receive related instruction during the academic cycle. The scope and sequence for the Early Childhood Education program is written by the teachers and presented as timelines. Most teachers discuss,

when they have time, when and how these competencies will be taught so that their lessons complement each other. The performance expectations are distributed ahead of time through rubrics, and sample assessments. Teachers provide daily feedback assessments to the students. Freshmen students are provided with a competency profile each trimester. Students are held to a high standard of performance evident through their hands-on experiences, for example, "teacher of the day". The core values of GNBVRT were evident in all the ECE classrooms and related room recognized through sight, sound, and observation. The visiting team found the related classroom to be welcoming, comfortable, and safe. The students are exposed to all areas of child development by using the text, *Working With Young Children*, and through differentiated teaching strategies. Further instruction includes field placement and co-operative education placement opportunities for eligible juniors and seniors, which provide for student job certification and employment. The Early Childhood Education's curriculum is reviewed by the teaching staff and changes are made as needed.

Instruction

Instruction in the related classes is relevant to what is being taught in the shop areas and in their co-operative education placements. Assignments range from textbook work, reflections on magazine or journal articles, studying and writing about children's literature, and portfolio projects. In the lab setting, students are encouraged to work independently as well as in teams. Projects like *Books and Bears* instill community awareness and responsible citizenship. The teachers in Early Childhood Education address a variety of learning styles and levels by using visual, auditory, and tactile approaches. When necessary or when following IEPs and 504s, attention is given to the accommodations listed such as extra time given to students to finish their work and students are allowed to design lesson plans that suit their own learning/teaching style in order to maximize students' success. The visiting team observed a high expectation for student conduct such as following a dress code, professional behavior, adhering to the cell phone policy, following classroom rules as expected, and adhering to NAEYC standards. They use a course text that contains all areas of early education, including chapters on safety. All juniors are trained in CPR and First Aid. Teachers use data from pre- and post- tests throughout the year to offer a better delivery of the curriculum.

Assessment and Credentialing

There is evidence of formative and summative assessments in place such as rubrics, competency lists, reflective journaling, year-end projects and career portfolios, presentations, to measure student success. Teacher, peer, and self-evaluations provide immediate feedback, thereby improving teaching and learning on a day-to-day basis. Progress reports are given to students once every trimester as well as on a need-to-know basis. Rubrics are used to assess all writing assignments, lesson plans, daily grades, reflective essays, and portfolio essays. Early Childhood Education teachers provide immediate oral and written feedback to the students in related and in shop. Students are provided an opportunity to make up work and improve their grade. Parents are able to view their child's grade through the X2 portal. Rubrics were used to assess projects, presentations, daily assignments, and reflective journaling. Massachusetts Vocational Frameworks are also used to assess students student's learning.

Senior students who have maintained an average of 85 or above for at least 3 years will receive a recommendation letter submitted to the state for certification through the Massachusetts Department of Early Education and Care. Co-operative education placement facilities and internship placements are required to grade students according to the submitted rubric weekly.

Student Clubs and Awards

Ten percent of students participate in SkillsUSA district competitions. In the past five years, GNB had two students win at nationals and six progress from district to state competition. Four seniors in the program have been inducted into the National Honor Society.

Student Placement

More than half the seniors are placed in the co-operative education program and/or internships within the community. The program has partnerships with several community programs including the New Bedford Public

Elementary Schools, Fairhaven Public Schools, and P.A.C.E. Head Start. The ECE program has an articulation agreement with Bristol Community College in Fall River, MA providing students with the opportunity to earn post graduate credit in Introduction to ECE and Health and Safety.

Graduation Rates

There has been a consistent 100 percent graduation rate in ECE for the past ten years. In 2017, the program had 21 graduates, nine of whom went on to a four-year college, with 11 enrolled in two-year college programs.

Faculty

All teachers hold master's degrees in fields related to the program (Early Childhood Education, Child Development, Literacy, Teaching). One instructor has earned CAGS in Literature & Literacy. All are Chapter 74 certified. Teachers attend workshops and trainings to stay up-to-date on industry standards. Teachers model professional behavior, participate in co-curricular and extra-curricular activities, such as SkillsUSA, and consistently maintain a positive, friendly attitude while working with children and students. There is a positive climate in the classroom where students have a safe and engaging environment.

Adequacy of Department Resources

The Early Childhood program budget is sufficient to meet the laboratory and related classroom curriculum needs. There are five working computers in the Pre-K classroom, and four working computers in the pre-school classroom. The preschool laboratory has just purchased six child tablets to be used to implement the ECE curriculum. The ECE classroom and related classroom are fully equipped with supplies to complete projects, lessons plans, and activities to be implemented with the preschool children. The related classroom has ten laptops and two desktop computers that are not being used due to the fact that they are old and not working properly.

Production Work

Students in the ECE program participate in the community Family Fun Day, which is sponsored by P.A.C.E. Head Start. Grade 11 students participate in the Books and Bears Project, which is a community endeavor between the New Bedford Police Department who hand out bears and books to children in crisis, the GNBVT Fashion Design program who stuff the bears to be distributed, and ECE program who creates the activity books. The on-site NAEYC accredited preschool program educates 36 preschool children from the community.

Climate in the Department/Program

The faculty members work together and are flexible and committed to maintaining a great program. The program runs smoothly and efficiently. This is evident in the early education program accredited by NAEYC. The visiting team found the program to be positive and welcoming for all. Staff were engaged and enthusiastic in the classroom. Faculty is available before and after school to provide students with extra help and personalized instruction. Students knew exactly what was expected and the pre-school children were busy and engaged. Teachers also collaborate after school and via phone.

Outside Input

The ECE Program Advisory Committee consists of directors and owners of local childcare centers, GNBVRT faculty, elementary school teachers, and an ECE High School student and their parent. The diversity of the committee provides for a broad base of knowledge and experience across all areas relevant to our program. Recommendations for modifications are made by both faculty and advisory committee members and discussed among all members prior to final decision-making. According to the staff and administrators, the ECE Program Advisory Committee consistently has a positive impact on the program and teachers and administrators welcome their expertise and recommendations. The visiting team observed that the meeting minutes do not document the impact of the committee.

Early Education and Care Commendations

Commendation

All teachers in the ECE program have achieved masters degrees in the field of education to ensure knowledgeable instructions to all students. (2.6)

Commendation

The early education center has acquired and maintained NAEYC accreditation. (5.3)

Commendation

The safety procedures that are in place that monitor outside visitors from entering the classrooms ensures a safe environment. (6.11)

Commendation

The positive classroom climate is very evident throughout the program. (1.3, 5.1)

Early Education and Care Recommendations

Recommendation

Provide technology in the related ECE classroom for student use to achieve success for 21st-century college and career readiness. (6.5, 2.6)

Recommendation

Summarize and share the Program Advisory Committee meeting minutes to reflect its impact on the ECE program, such as teacher practices, curriculum, and best practices, in order to meet quality industry standards. (2.8)

Recommendation

Schedule time for ECE teacher collaboration to allow for the alignment of curriculum and lesson plans in order to enhance student learning. (3.3)

Recommendation

Purchase and install playground ground cover to keep the pre-school children safe from fall hazards and to adhere to Massachusetts State Licensing Regulations. (7.5)

Dental Assisting

Narrative Program Summary

Program Basics

The Dental Assisting program is located on the second floor of the main building in C-Block. There are nine rooms and four storage closets throughout the shop area, for a total of 4,842 sq. ft. The Related room is C219; it is 840 sq. ft. and is equipped with 10 student computers. The Dental Lab is C222; it is a 476 sq. ft. space containing three model trimmers, a dental lathe, two Triad machines (1 has just been purchased, two vacuum formers, ten plaster-vibrating machines, ten Dremels with vacuum (many are in need of replacement, and two sinks. The Freshman/Sophomore room is C224; with 1,205 sq. ft., this room is equipped with ten student computers, four sinks, a clothes washer and dryer. The Junior/Senior room is C223; with five student computers and four sinks, the area is a total of 866 sq. ft. The sterilization area in C216 is equipped with a water distiller, a newly purchased large steam-under-pressure autoclave, a new statim flash steam under-pressure autoclave, dry-heat autoclave, ultrasonic cleaner and a sink in a 136 sq. ft. area. The Clinic in C222 is 1,104 sq. ft. and contains seven complete dental units, seven sinks, and two automatic x-ray processors. Of the seven dental units, there are only two that are in working condition on a consistent basis. A new unit has been purchased and will be installed in the near future. The Radiology room, with one dental x-ray unit and one computer, is C222c. The Compressor room, C222b, is equipped with water on/off valves, a central air compressor, central vacuum, and utility box. Both rooms are 37 sq. ft. Finally, the Panoramic room is C222a. At 50 sq. ft., it contains 1 panoramic unit and one computer. The Dental Assisting program area is maintained according to OSHA Bloodborne Pathogens standards. Evacuation routes are clearly posted in each classroom and/or clinical area. There are restrooms located to the east and west of the shop area near the closest stairwell. Each student is provided a locker in the hallway outside of each classroom. The overall appearance to visitors is of a clean and maintained area; though some areas of the floor tiles are lifting, they are being replaced as needed. Though there are some areas of immediate need, the students and educators work well and focus on the task at hand. The visiting team learned that there were some areas that may need immediate attention due to safety concerns. Last school year, there was an inability to purchase materials for teaching (infection control, basic materials) due to the fact that funds were being used for repairing equipment.

Students were cited at co-operative education placement and Advanced Placement Sites due to breakdown in hands-on practice that could not occur.

There are a number of areas included in the Dental Assisting Framework that are not addressed within the program. It is suggested that 2.M Certifications for Students in a Dental Assisting Program 2.M.02 Obtain Radiology Certification – Dental Assisting National Board. 2.M.03 Obtain Infection Control Certification – Dental Assisting National Board. 2.M.04 Obtain Occupational Safety Health Administration (OSHA) certification.

Student Demographics

The full capacity of 80 students is enrolled, with 20 per grade level. The program has been at full capacity since 1997; it is a popular program with more than twenty first-choice picks after the completion of the Exploratory program. It is anticipated to be at 100 percent capacity in February once permanent freshman shop placement is complete. There are 16 students on co-operative education placement, three on Advanced Placement and one enrolled in the EMT Program.

Curriculum

It was reported that the curriculum follows DESE approved Chapter 74 Frameworks for Dental Assisting, aligning with the school's core values. It is a competency-based curriculum with unit lesson plans that are reviewed every trimester by the department, and with advisory board members and administration two times per year. The curriculum is formatted as follows: The texts used are *Comprehensive Dental Assisting*, 3rd Edition Delmar, *Dental Terminology*, 2nd Edition, *Dofka*, *Dental Safety Standards and Infection Control for Dental Assistants*, *Dietz*.

Grade 9 Shop:

- Introduction to the Dental Profession
- Psychology, Communication and Multicultural Interaction
- Introduction to the Dental Office and Basic Chairside Assisting
- Preparation for Patient Care
- Dental Charting
- Infection Control
- Management of Hazardous Materials
- Oral Health and Preventative Techniques
- Nutrition
- Basic Dental Terminology (Prefixes, Root Words, Suffixes)

Grade 9 Related:

- Basic Tooth Morphology Tooth Identification (Universal Method)
- Tooth Surfaces – line/point angles
- Structures and Tissues of the teeth and Periodontium
- Intra-oral and Extra-oral Landmarks and Anatomy

Grade 10 shop:

- Basic Chairside Instruments and Tray Systems
- Instrument Transfer and Maintaining the Operating Field
- Restorative Materials (Amalgam and Composite), Dental Dam, Matrix and Wedge
- Dental Cements, Bases, Liners and Bonding Agents (Glass Ionomers, Cavity Varnish, Liners) Laboratory Materials and Techniques (Alginate Impressions, Bite Registrations, Gypsum Models and Mouthguard Fabrication)
- Orthodontics
- Emergency Management

Grade 10 Related: Infection Control

- Introduction to Microbiology
- Disease Prevention in the Dental Office
- Patient Assessment
- Regulatory Government and Agencies and National Associations
- The Dental Office Safety Supervisor
- Personal Safety and Barrier Protection
- Instrument Recirculation
- Environmental Surface and Equipment Asepsis
- Dental Laboratory Asepsis
- Infection Control in Dental Radiography
- Waterline Biofilms
- Hazard Communication

Grade 11 Shop: Dental Specialties include:

- *Lab materials and Dental Cements
- *Pediatrics/Coronal Polishing
- *Radiology

- *Pharmacology/Anesthesia
- *Periodontics
- *Oral Surgery
- *Endodontics
- *Prosthodontics
- *Review Infection control procedures, impression, pouring models, trimming. Instrument transfer and suctioning

Radiology 4th Edition, Iannucci, Howerton, Jansen, Modern Dental Assisting 10th edition, Bird,

Robinson Grade 11 Related:

- Radiology
- Head & Neck Anatomy

Grade 12 Related:

- Advanced Tooth Morphology
- Dental Nutrition / Law & Ethics

During the shop cycle, students in grade 12 practice their skills in either placement or co-operative education placement arrangements. Administrative Skills and OSHA 5 hour CareerSafe Certification are taught in a separate related class to students in grades 9 through 11.

Instruction

Safety Tests are in question. Though they are initially introduced upon introduction/demonstration and assessment, it seems once they are done, students place them in their portfolios. None are saved in the shop, and they are not repeated to ensure retention. The teachers' classroom instruction is evaluated annually; individual personal and student performance goals are set every two years. Students are taught through a combination of class lecture, small group demonstration, and individual teaching techniques. Differentiated instruction is provided to meet the needs of all students, and collaboration with the SPED Department regarding accommodations and modifications for IEP and 504 students occurs regularly. Technology is integrated through the use of PowerPoint, instructional videos, computerized review software, online review and learning sites. The nature of the program allows for easy embedding of the science and ELA curriculum. Competency-based instruction and rubrics are provided to students, outlining expectations for proficiency, and extra help is offered most days after school. Students use mannequins and must be evaluated for a proficiency rating of 90-100 percent, depending on the skill, in the areas of infection control and patient treatment procedures. Any student who is not proficient will receive remediation until proficiency is achieved, at which time they may work on live patients. Students earn their CareerSafe 5-hour OSHA certification and Basic Life Support (BLS) for the Healthcare Provider with Automated External Defibrillator. Students are expected to act professionally at all times. Expectations for behavior are stated in the shop rules, which are in each individual student binder. Instructional practices are improved upon yearly – self-assessments, as well as student assessment data and end-of-year student surveys, impact change in this area.

Assessment and Credentialing

Students are assessed regularly using formative and summative assessments. These include quizzes, tests, competencies, class discussions and review. The results of these assessments are posted on X2 and provided to the students within three days of the end of the cycle. Parental/guardian contact occurs through the X2 parent portal, through email and through phone contact as needed. The visiting team observed lesson objectives posted on the board for each unit of instruction and learned that they are communicated at the beginning of a new unit and reviewed daily. Rubrics are used for all summative assessments, and feedback on assessment results is provided within three days of completion. Students are encouraged to stay for extra help and clarification, and are allowed one re-take attempt for a grade improvement. Formative assessments are used regularly (class discussion, cram.com, Plickers) to gauge learning, and adjustments to instruction are made accordingly. All

student assessment results including formative, summative and competency attainment are used to improve instructional practice annually. Students earn OSHA 5 hour and BLS for the Healthcare Provider certifications. They are also eligible to take their Dental Assisting National Board Infection Control Certification exam at the end of their sophomore year. They are also eligible for the DANB Radiation Health and Safety and are adequately prepared to become Registered Dental Assistants through the Massachusetts Department of Public Health and are prepared to earn two of the three national certifications required to become a nationally Certified Dental Assistant.

In the MA Dental Assisting Framework, it is suggested that students should: 2.M.02 Obtain Radiology Certification – Dental Assisting National Board. 2.M.03 Obtain Infection Control Certification – Dental Assisting National Board. 2.M.04 Obtain Occupational Safety Health Administration (OSHA) certification 10 hour.

Student Clubs and Awards

Students in the Dental Assisting program participate in a variety of clubs and activities including the Student Mentor Program, National Honor Society, and Student Council. Students have also participated in the SkillsUSA program, consistently earning gold, silver, bronze or all three medals in district competition since 2012. At the state level, students placed third in 2015, first in 2016, and second in 2017. In 2016, the state winner went on to win the gold medal in national SkillsUSA competition. In 2018 five students went to districts; two seniors were voting delegates and part of the leadership team.

Student Placement

All junior students participate in the placement portion of the program during the third trimester. They will be placed for two days in an office for observation at some point during the last six cycles of the school year.

Graduation Rates

Over the last five years, 90-94 percent of the dental students have gone on to higher education, four percent are working in the field, and three percent have entered the military. While there have been some variations, these trends seem to remain consistent.

- 2015 - 29 graduates
- 2016 - 29 graduates
- 2017 - 33 graduates
- 2018 - 20 graduates
- 2019 - 20 graduates

Faculty

The Dental Assisting instructors remain current in the field of dentistry by taking approved continuing education courses within the allotted time frames. Each instructor carries a Chapter 74 Vocational Technical Educator license through the Massachusetts Department of Education. Three of the program instructors are Certified Dental Assistants through the Dental Assisting National Board. In addition to that credential, one is a Registered Dental Assistant, and two are Registered Dental Hygienists. One instructor maintains a local anesthesia permit from the DPH, and is a certified CPR instructor. Each of these licenses requires specific courses to be taken and credits to be earned. All licenses are updated and made available to the GNBRVT school administration upon renewal. The visiting team observed that the Dental Assisting instructors are cohesive and consistent in maintaining professionalism within the shop and classroom areas in order to model desired student behaviors. Instructors work collaboratively and review the Dental Assisting curriculum regularly to ensure that the Massachusetts Department of Education Frameworks Dental Assisting, as well as the Blueprints of the Dental Assisting National Board, align with instruction. Time frames and lesson plans were available. Through conversations and observations, the visiting team observed that each teacher is very passionate and creative about their teaching and states that they want to ensure that they teach the students to be the best dental assistants and have all of the skills necessary to be successful while respecting their individual learning abilities.

There is no common planning time built into the schedule at this time.

Adequacy of Department Program Resources

Currently, there are seven dental units in the program. Five units are in various degrees of disrepair, this is due to aging and equipment becoming irreparable. There are two units that work consistently. One unit was just purchased and will be installed soon. New Department of Public Health and Board of Registration in Dentistry regulations require that students be taught new and/or updated skills; this will require purchasing new and updated equipment and supplies, which is problematic again, due to an aging program and funds needed to purchase this necessary equipment and materials. Though sections of the floor were recently replaced, many of the remaining tiles in the clinic and lab are lifting and uneven, which is a safety concern.

Production Work

Due to the nature of the program, no production work is being done at this time.

Climate in the Department/Program

Faculty and staff work collaboratively within the Dental Assisting program. Dental has a diverse group of students and works diligently to recruit. At this time, male students are not represented. Harassment, bullying, and offensive language are not tolerated in the program and are addressed immediately. Fortunately, discipline referrals are minimal. Most discipline issues that arise are handled in-house which helps to create a strong program that keeps everyone accountable.

Outside Input

The Program Advisory Committee is comprised of dental assistants, hygienists, dentists, office staff, a student, and post-secondary educators. This committee positively impacts the program in all areas, including budgeting, placement, co-operative education placement, curriculum, and behavior/appearance expectations. The committee helps keep GNBVRT instructors up-to-date with the latest equipment and materials for the students to be instructed on. The PAC has many suggestions for improvements and to make needs known for the program; however, lack of funds seem to be an issue.

Dental Assisting Commendations

Commendation

The instructors for incorporating the use of interactive white board technology whenever possible and for working diligently to meet the needs of all students through differentiated instruction. (6.5)

Commendation

The students for participating in a variety of community outreach programs such as: Free Dental Healthcare Days serving veterans, military, police and fire personnel, Elder Care Days, Educating the Early Childhood Education children on oral hygiene, and *Sealant/Fluoride* programs (2.3, 7.8)

Commendation

Senior students for participating at the Yankee Dental Conference in Boston. This includes time spent in a continuing education course and touring the exhibit hall. (3.5)

Dental Assisting Recommendations

Recommendation

Develop and implement an ongoing equipment purchase and maintenance program for the Dental Assisting program. (6.5, 7.1, 7.2)

Recommendation

Purchase additional set-ups for working with two set ups of amalgam/composite instruments along with one set up for a root canal procedure when working with 20+ students (7.1)

Recommendation

Secure funding to purchase an anatomically correct dexter for radiation lessons when studying for exposing x-rays so students become proficient and prepared for the Radiation Health and Safety exam (7.1)

Recommendation

Develop, implement, and archive (for at least five years) safety tests to be given, understood and documented when students are being introduced to a new area or piece of equipment. (3.6)

Recommendation

Increase the number of computers available for students to work/study in order to rectify the situation of 40 students sharing 25 computers for a program that requires the use of computers for Dentrix, review software, technical writing and PowerPoint presentations. (7.1)

Recommendation

Include trade-related certifications as part of the student portfolio requirement.(2.7, 2.10, 5.4, 7.1)

Recommendation

Develop and utilize instrument cassettes for the steam-under-pressure autoclave as recommended by OSAP and OSHA (7.5)

Recommendation

Offer trade-related specific certifications and appropriate technical exams for students, such as Infection Control, Radiation Health and Safety exams, and DANB exam, to be in compliance with state frameworks (2.10)

Recommendation

Facilitate teacher access to professional development opportunities outside the District offered classes. (3.5,5.3)

Medical Assisting

Narrative Program Summary

Program Basics

The Medical Assisting suite is comprised of three main instructional areas adjacent to each other, and two additional areas on the second floor and third floor. The main shop suite is located on the first floor (B-block). The related area is located on the third floor (K-block) and the other is on the second floor (B/J-block). The grade 9 classroom is located in B-block. This room consists of an academic instructional area that is 968 sq. ft., interactive whiteboard, TV, one simulated exam room, bay-style exam bed set-up, computer bay style workstation which includes six computers, stretcher and a SIM man manikin. The grade 10 classroom is 1,625 sq ft., contains an interactive whiteboard, and color printer, instructional area, two private exam rooms and three bay-style bed set-ups, office style room with five computer workstations. This instructional area houses a stackable washer and dryer, and two autoclaves. The grade 11/12 shop area is 960 sq. ft., contains an academic-style learning area, two simulated exam rooms both with ECG machines, two-bay style laboratory workstations with Microscopes, and a computer station with four computers. Adjacent to the freshman and sophomore room is a newly renovated, functioning storage room with scantron, full refrigerator, microwave, and cabinetry. A shared combination single restroom facility/ simulated laboratory workstation is accessible to all Medical Assisting grades next to the 10th and 11th grade classroom. The 3rd floor related area of 997 sq. ft. It is located on the third floor (K-block) equipped with an interactive white board and a document camera and 15 computers. The 2nd floor (B-block/J-Block) administrative instruction area 754 sq. ft., and this contains 21 computers, an interactive whiteboard, and a shelf filing system. All the rooms are clean, well-lit, climate-controlled, and conducive to learning. Core values are displayed throughout the shop area.

Demographics

Medical Assisting is currently a two-cycle shop, and can accommodate up to 132 students across four grades.

The Medical Assisting program currently has 28 senior students, - one nontraditional male student and one FLEP (Formally Limited English Proficient) student. 35 Junior students - four nontraditional male students and three FLEP students, 32 sophomore students -one male nontraditional student and three FLEP students. The freshman Exploratory program currently will accept 36 students, this will provide an increase in enrollment to the Medical Assisting program, from the previously accepted 32. Instructors report that this increase is related to student interest, community demand as well as student absorption due to discontinuation of other programs at GNRVT.

The data shows a trend from 2017-2019 of an increase in student enrollment. October 2017, 87 students enrolled, October 2018, 90 students enrolled, October 2019, 95 students enrolled.

Currently, there are no students who require adaptable equipment, however, instructors reported a past graduate required amplified stethoscopes, which were purchased to accommodate this student's need.

The self-assessment reported that the EMT program was developed to increase nontraditional enrollment. Currently there are no Medical Assistant seniors enrolled in the EMT program.

Curriculum

The Medical Assisting program is aligned with the Medical Assisting frameworks, with various strands introduced and or assigned to a primary shop and or related grade level. The focus is on clinical and administrative skills that lay a foundation to a medical profession. Embedded academics are inserted into lessons. Students perform written reflection on placement and cooperative learning experiences. Students develop a four-year portfolio that showcases student growth and achievement.

Instruction is directed toward optional certifications in the following areas: Certified Clinical Medical Assistant, Certified Administrative Medical Assistant, Certified Electrocardiogram Technician, Certified Phlebotomy Technician, Certified Billing and Coding Specialist. Students are all certified in the American Heart Association's BLS Healthcare Provider and HeartSaver First Aid. Massachusetts Medical Assistant Frameworks 1.A.01.01 states students must complete a safety credential program, e.g., Occupational Safety and Health Administration 10, currently OSHA ten hour certification is not being offered. If instructors reported the Program Advisory Committee suggested that safety training will be conducted at facility placement. The visiting team was not able to identify any training that was conducted at a placement facility.

Curriculum is displayed using Curriculum Guidelines and through a school lesson plans. Both the Curriculum Guide format and Lesson Plan Template is universal across all shop disciplines. Instruction is delivered over a six-day cycle, which incorporates sophomore and junior clinical placement.

There are a total of three shop instructors, one related instructor for junior and senior students, and one administrative skills instructor who is utilized across all health programs. Instructors review and discuss when and how the curriculum will be delivered so their lessons complement each other. These discussions occur after school, over lunch and via phone or email due to the fact that there is no common planning time built into their schedule. Instructors report that the curriculum is revised every three years.

Current Policy and Procedures for clinical placement curriculum are written and displayed in common areas, to reinforce practice. Clinical placement forms are shared with placement sites, students and parents/guardians.

Freshmen

Freshman students move through 15 vocational technical programs in a three day cycle where they are able to choose six of the 15 shops that they explore. There is a mix of students by gender in shop Exploratory. Students receive their K-12 First Aid and CPR certification. Students entering into Medical Assisting as their final shop choice may come from students who explored the program and or students who did not have the opportunity to explore the Medical Assisting program. Permanent freshmen begin the Medical Assisting curriculum in February with an emphasis on safety in the medical profession and medical terminology. Both the exploratory and permanent freshman curriculum is taught by the same shop instructor.

Sophomores

Sophomore students receive both related theory and clinical skill practice performance from the same shop instructor during the shop experience, with a curriculum focused on clinical skills and competencies. Related theory focuses on medical terminology. Students receive one daily, rotating period, through the shop cycle, of administrative skills. Students use a computer-based book program, that provides the students with a virtual medical office record (2007) to obtain EMR skills. Sophomores are placed in clinicals, known as placements, within the elementary schools in the Greater New Bedford school system. This community placement allows students to perform height, weight, BMI calculation, vision and hearing screenings, as well as, develop their interpersonal communication skills, soft skills and confidence as a medical professional. The sophomore shop instructor is responsible for scheduling student placements.

Juniors

Junior students receive clinical skill practice performance from a shop instructor during the shop experience. The curriculum focus is clinical laboratory skills, procedures and competencies. Related theory is delivered during the academic week by a related instructor during a two-block period. The curriculum focus is on Anatomy and Physiology, Pathophysiology, Advanced Medical Terminology, Career Cruising and Portfolio building. Juniors are placed in clinicals, known as placement, throughout the community in various medical professional offices. The community placement allows students to further develop both their clinical and administrative skills, while exploring and experiencing a variety of specialties in the medical field. The junior shop instructor is responsible for scheduling all student placements.

Seniors

Senior students are out of the building in advance placements through one of three tracks which includes; clinical placement, cooperative education placement, or enroll in the EMT program for advanced practice. The junior shop instructor is the teacher of record for these students however there is no instruction provided at the school. Senior students receive professional experience and knowledge through advanced placement. Related theory is delivered during the academic week by a related instructor. Senior curriculum focuses on Pharmacology, portfolio development and Career Cruising. A second period of related is optional if students choose to continue with a second related, curriculum focus is on Nutrition, Law and Ethics, and Advanced Administrative Skills. Seniors who opt out of taking a second related class have the option to take EMT course, virtual classroom offerings or a foreign language.

Instruction

Medical Assisting shop instructors provide competency-based hands-on instruction. Both shop and related instructors use a variety of modalities to deliver instructions which include: tactile, kinetics, auditory and visual. Numerous student centered teaching strategies are used including cooperation (jigsaw, round robin, group /partner work), modeling, demonstration, technology, real world experiences, lectures, PowerPoint, discussions, performance practice, project-based learning, differentiated lessons, and simulation. Instruction is delivered using current and relevant equipment both for the medical profession as well as with instructional practice. Instructors report their instructional practices are tailored to students' learning style, through the use of data supplied by the students' Career Cruising Learning Styles Inventory.

Instructors report that currently no students are enrolled in the Medical Assistant program who have an IEP or a 504 plan, however there are seven FLEP (Formerly Limited English Proficient) students. Instructors have designed and developed lesson plans that accommodate students that are ELL, Gifted and on IEP/504s. ESL monitor sheets are completed by shop instructors. Instructors report initiating contact with ELL liaison when needed to advocate for their students. All instructors have access to IEPs and 504 plans in X2 if a student presents themselves. Instructors report when/if recommendations are made on a student's IEP and 504, these recommendations are followed by the teachers in the program. Extra help is available for all Medical Assisting students before and after school if they require additional assistance.

Instructors report that all students receive training in OSHA and fire safety as a freshman, safety training in the sophomore, junior, and senior years occur as embedded shop curriculum and or during placement and or cooperative education placement. An exploratory safety test is kept as proof of receiving training. Currently, the OSHA ten hour certification is not being offered. All instructors reported that the Program Advisory Committee suggested that safety training will be conducted at facility placement. The visiting team had not identified any training being conducted at placement facility.

Assessment and Credentialing

Instructors report analysis of student progress is done through the use of formative assessments which include warm-up questions, pre-assessments, self-assessments and peer assessments, as well as teacher observations. Summative assessments include exams, midterms and finals. Students keep a journal of their placement experience, perform a self-assessment at the end of each placement rotation. Instructors report assessing student progress through: progress reports, portfolios, competence skills, and Scantron exams. Instructors report using the data from rubrics formative and summative assessments to guide student improvement through instructional practices, modifying lessons, reinforcing material/competence and extra help. Students are provided with teacher feedback when performance is less than proficient. Educators report contacting liaisons and parents/guardians through phone calls and or email. Assessment information is communicated to parents/guardians through progress reports, emails, reports cards, X2, and telephone calls. Daily activities are posted for students to view on board. Students are aware of the lesson's objectives and expected outcomes.

Some rubrics are defined with a point value and are utilized by some instructors throughout the program to assess achievement in many areas, including oral presentations, evaluation of notebook/binder, portfolios, projects and placement. The daily/cycle grading is used to assess student performance, but the defined point value is a subjective scale, and lacks a defined quantitative value with a set criteria for each level of performance. Feedback from grading when utilizing rubrics should be conveyed to students prior to uploading in the Aspen x-2 software.

Students have the opportunity to sit for the NHA (National Healthcareer Association) national certification exam, however it is not required and not all students take advantage of this opportunity. All students are certified by the American Heart Association in HeartSaver First Aid and Basic Life Support for the HealthCare Provider. Student Achievement is recognized through portfolios and shop awards. Upon successful completion of the Medical Assisting program, students who meet the necessary requirements may take the below listed national certification exams through the NHA. Instructors report not all students take advantage of these offered credentialing. Students who do participate gravitate to the CPT and the CCMA exam, and pass the exam. It was reported that students did not often sit for these exams due to financial constraints.

Certified Phlebotomy Technician (CPT)

Certified EKG Technician (CET)

Certified Clinical Medical Assistant (CCMA)

Certified Billing & Coding Specialist (CBCS)

Certified Medical Administrative Assistant (CMAA)

At this time, all students who have sat for a national exam have passed

Student Clubs and Awards

Students in the Medical Assisting Program participate in SkillsUSA and BPA (Business Professionals of America). Many of the students are members of the National Honor Society.

Medical Assisting has had past students place at SkillsUSA and ranked among the top three at the state and national levels.

Student Placement

Students are placed in a variety of medical settings during sophomore, junior and senior year. Students in grades 10-12 participate in placement and or co-operative education placement. The students are evaluated by a supervisor at the healthcare facility. The placement facilitator is a liaison between instructors, students and placement sites. There are 24 Medical Assisting students participating in co-operative education. Currently there is no students enrolled in taking advanced placement through the EMT program.

Graduation Rate

In 2019, the Medical Assisting program had 25 students who graduated; no one joined the military and two joined the workforce in a related field, one joined the workforce in a non-related field and 22 went on to higher education. Currently the Medical Assisting program has a 100 percent graduation rate, with the majority of the students going on to further education.

Faculty

Three of the four instructors in the clinical/related program maintain a nursing license while the fourth maintains her certification as a Medical Lab Technologist. All instructors maintain their teaching certification, and the CCMA certification through the NHA. Two teachers maintain certification as instructors for First Aid and CPR through the American Heart Association. Another instructor continues to practice as a nurse. A third instructor acts as the Summer School Nurse. The curriculum leader also serves as a mentor to new teachers in the school, and within the Medical Assisting program.

School-based professional development is offered. Instructors have taken advantage of professional development outside of the school. Occasionally these teachers have been reimbursed, however, the majority of instructors have not requested school reimbursement for professional development. Instructors must receive professional development through NHA in order to renew their CCMA certification. Instructors find time to collaborate with one another on their own time, either during lunch, after/before school, phone, and or email to develop the program. There is no scheduled common planning time.

Resources

The Medical Assisting program has sufficient resources and staff. Equipment and technology is in proper working order, and is consistent with current industry practice. Instructors are not knowledgeable about the current budget, however they are able to request small priced ticket items and obtain them as needed supplies for curriculum. The Medical Assisting program has a small amount of computers allocated per grade, the ratio of computers to students per grade level is skewed. Freshman ratio is three students to one computer. The sophomore ratio is 2.4 students to one computer, and the junior ratio 4.2 students to one computer.

Production Work

Students gain experience in clinical and administrative roles at field placement sites. Placement in a variety of community settings begins during sophomore year. Students in grades 10 and 11 offer a Wellness Clinic to all staff and faculty. Grade 10 students answer the phone, schedule appointments, measure blood pressure, height and weight.

Climate in the Department/Program

A nurturing atmosphere in the Medical Assisting program promotes learning. A respectful, collaborative environment exists between educators and students.

Outside Input

The Medical Assisting Program Advisory Committee meets twice a year. The Committee has been influential in the upgrading of equipment, staying abreast of new technology, and changing the curriculum to meet the needs of the community. Instructors report that based on Program Advisory Committee recommendations and industry trends, instructors adjust the curriculum to include career opportunities for all students. The Advisory Committee is instrumental in providing input on the soft skills necessary for employment. Minutes are taken at the time of the meeting, typed and submitted to the academy administrator and the career and technical principal. Minutes are maintained with the curriculum leader, and reviewed at each subsequent meeting. The committee is comprised of a diverse group of people from business, industry, staff, students and parents.

Medical Assisting Commendations

Commendation

The 100 percent student pass rate on the NHA exams. (2.10)

Commendation

The staff for establishing a nurturing environment that reflects obvious camaraderie and rapport between students and staff. (5.1)

Commendation

The articulation agreements with local professionals have led to a variety of facilities for field placement. (7.8)

Commendation

The Program Advisory Committee and staff for establishing curriculum guidelines to enhance student learning. (2.8)

Commendation

The advanced placement option for senior students, EMT program, and/or virtual classroom. (2.3)

Medical Assisting Recommendations

Recommendation

Develop and implement all necessary safety tests that relate to the instructional delivery of CVTE Framework Strand One, which can be stored and archived for at least five years per DESE regulations. (3.6)

Recommendation

Develop and implement of a system for rubrics for each level of evaluation and convey feedback to students in a timely fashion (4.5)

Recommendation

Schedule common planning time so teachers can collaborate to ensure quality learning for all of the students. (3.3, 3.4)

Recommendation

Offer trade-related specific certifications and appropriate technical exams for students, such as the NHA CCMA licensure exam, to be in compliance with state frameworks (2.10)

Recommendation

Include trade-related certifications as part of the student portfolio requirement.(2.10)

Other Health Services Cluster Program

Narrative Program Summary

NURSING ASSISTANT

Program Basics

The Nursing Assistant program is a Chapter 74 program that meets federal and state requirements for graduates to be to take the written and competency nursing assistant exam. When they pass, they are listed on the state's Nurse's Aid Registry. The Nursing Assistant Program has five classrooms for instruction at the school and three off-site clinical areas for patient/resident interaction. The in-school classrooms are located as follows; the freshman classroom is C209, the sophomore classroom is in C208, the junior has class in room C204 and the seniors have related in K328. There is a functional handicap restroom between room C204 and C208, for training purposes. Students are taught Employability and Entrepreneurship, Strands 5 and 6 in room B328. All rooms are neat and orderly.

C204 is newly renovated. It has eight patient care units with electrical beds and all necessary equipment to perform the state certification process to be a certified nursing assistant. It was also noted that there were six manikins for skills, several working wheelchairs, geri-chair, hoier lift and a sit-to-stand. The instructor stated that there is a closet for other supplies where walkers, and other ambulatory devices could be found, as well as general storage for teaching other activities of daily living and competencies in the frameworks listed in the course curriculum guide.

C208 has six student desktop computers, one faculty desktop, one projector and one color Laser-Jet printer. There is a storage closet where supplies for skills are kept in an orderly fashion. There a sign in and maintenance log for equipment and supplies. There are two washers and dryers in good working order. C209 has three desktop computers, one faculty computer, one projector and one color Laser-Jet printer. K304 has ten student desktop computers, one faculty desktop, one interactive whiteboard and projector, a document camera and one Laser-Jet color printer. B328 has 20 student desktop computers, one faculty desktop, one interactive whiteboard and projector as well as a color Laser-Jet printer. In all four rooms, there is a storage closet where supplies are kept for skills. There is no sign-in and maintenance log for equipment and supplies. The closet is neat and orderly.

There are no obvious safety hazards. Each classroom has proper signage and clear evacuation routes posted. There are fire extinguishers, a fire blanket and SDS sheets in each room. First aid supplies are present in each room and a central first aid kit was located when requested by the visiting team. Students have lockers outside the classroom and there are restrooms in close proximity to the classrooms. Overall, the rooms are welcoming to visitors and the atmosphere is conducive to learning.

Student Demographics

Currently, (2019-2020 there are 19 seniors, 21 juniors, 32 sophomores enrolled in the program. Freshmen are in the process of Exploratory. In 2017-2018, there were 28 students who chose this program as their first choice, 22 of these students received placement. Once the program was expanded, Health Assisting could accommodate 32 students the following year (2018-2019).

The current trend of enrollment in this program is growing. Health Assisting recently received a grant to expand the physical area, add equipment and add an instructor.

Predominately, the population of this program has been female. With the expansion of the shop made possible by the grant, the program is on a double cycle. This has allowed twice as many freshmen to explore the program. The instructors have found that many more males are exploring and choosing the program, evidenced by two choosing it last year and the high interest so early in the cycle. Currently there are 72 students; two are males.

Curriculum

This is currently a double cycle program as of September 2018, because of the high student interest. The students are split in half each week. Freshman Exploratory is taught on both weeks, sophomores; 15 on one week, 16 on the other; juniors; 10 on one week, 11 on the other; all but four seniors are out on co-op, those students are in the EMT program. This EMT program is accredited by the state and is in its infancy. 100 percent of the students who have taken theory portion of the test have passed. Students must be 18 to take the practical test. All students get related instruction. Instructors use the Massachusetts Vocational Technical Education Frameworks for Health Services (CIP Code 510000 and the program is approved by the Department of Public Health annually. The nursing assistant curriculum is taught beginning in the sophomore and completed junior year and the American Red Cross comes to the school to test the students annually. All students who pass the two-part state exam are certified as nursing assistants. Because of this two-year instructional process, it is difficult for students to transfer into the program.

Currently, one instructor is responsible for the Microbiology curricula in grades 9 and 10 as well as instructing the sophomores. Another instructor teaches grade 9 students as well as Exploratory. Grade 9 students receive related instruction (principles of business/basic medical terminology during their shop cycle and this is incorporated into their shop grade. The grade 11 shop instructor teaches curriculum/shop to juniors as well as overseeing grade 12 students on co-op or on placement, and another instructor teaches medical terminology, nutrition, senior related, and covers preps and other related areas.

The program utilizes a competency-based curriculum that sets out clear performance expectations for students, and all areas within the shop/related align with the American Red Cross standards. Lesson plans and course guides follow the written format approved for all career and technical programs in the school. The curriculum is reviewed by teachers in the department and with the Program Advisory Committee so adjustments may be made as needed, as evidenced by advisory minutes.

Instruction

Classroom instruction is evaluated annually per the Massachusetts Department of Education's teacher evaluation system. Frequent walk-throughs and observations are performed by administrators. Individual Personal Performance (Professional) and Student Performance goals are updated every two years and aligned with school and district goals.

In the Health Assisting program, students are taught through a combination of instruction (lecture) and demonstration of skills. Videos, "hands-on" skills, lectures (PowerPoint), group work, written and verbal instructions, and handouts are given to all students to accommodate all types of learners. Instruction is differentiated in this way to meet the needs of all students.

The Special Services Department provides information for students with 504 Accommodation Plans or IEPs. Instructors collaborate with Special Services liaisons and school psychologists regarding accommodations and modifications to assure student success and continuity. Accommodations and modifications are followed according to the individual plans, and services for English Language Learners are provided within the shop/classroom as needed, (confirmation through interview). Evidence of this was seen on the daily agenda with modification of lesson and content objectives and language objectives.

Outlines, instructional videos, and handouts were utilized in instruction. Technical writing entries were assigned to help improve general writing skills, and enforce the lesson. There was evidence of math worksheets and word problems assigned to reinforce math concepts. Competency-based instruction and rubrics are provided, outlining expectations for proficiency, then placed in their portfolio binder. Students are given research papers and technical writing assignments that encourage the use of technology in the classroom. They are also given "real-life" scenarios to engage in problem solving and higher-order thinking. Students use manikins and student "patients" for practice and evaluation of competencies along with embedded patient care concepts (patient safety, patients' rights, and infection control). Ergonomics and body mechanics are modeled and reinforced.

A variety of teaching methods/styles were used within the shop and related classes in order to engage all students and facilitate learning. Students receive instruction through a variety of means, which includes, but not

limited to: lecture and notes, cooperative learning through projects, assignments, and group work. Interactive assignments and reviews are completed either using the interactive whiteboard, whiteboard, or anatomical models within the classroom setting. Situations using case studies are discussed and students either share their thoughts collectively or individually with their peers. Students also share information with their peers, both formally and informally, about an assigned topic, which encourages public speaking. YouTube videos, movies and learning videos are used in conjunction with lecture material. These include, but are not limited to, information as it relates to anatomy, pathology, diagnostic tests, operative procedures, and skill procedures. Technology such as the interactive whiteboard along with the document camera, computers, and computer software, are used frequently utilized. PowerPoint and Prezi presentations have been used within the classroom or during student presentations.

From interviewing with staff, feedback from the American Red Cross and Department of Public Health is used to inform and improve instructional practices. This occurs annually based on self-assessment questionnaire from DPH and after CNA testing has been completed, and from DPH after each site visit.

Students are expected to maintain a professional demeanor at all times. Expectations for behavior are stated in the shop rules, which are signed by the student and parent/guardian, and kept in the student's binder and daily grade. Students are informed of classroom and school-wide rules and policies at the beginning of the year. In the event of an infraction, disciplinary measures are followed in a consistent manner. For example, being tardy to class requires that the student stay for a detention after school.

Students complete surveys on teachers' performance; this feedback allows the teacher to reassess areas of concern, modify the teaching style, and incorporate suggested recommendations, if applicable.

Shop safety training is provided annually (SDS Sheets, Shop Safety Test, and Needle stick policy are accessible to students.

Substitute teacher plans are available if needed. All lesson plans are typically due the week before they are taught. They are in the teacher's room and in the coordinator who oversees the program.

Assessment and credentialing

Student progress is monitored through the completion of hands-on competencies each cycle. These competencies are tracked through checklists, and rubrics. Feedback is given to the student at the completion of each skill. Grades are then posted on Aspen/X2 program (all teachers use the same categories and weights for shop. These are visible to both students and parents/guardians. Progress reports, which require parent/guardian signatures, are sent home midway through each trimester and on an as-needed basis for poor student performance.

Student assignments, exams, projects, and competencies are corrected and returned to the student before the beginning of the next cycle. Objectives are clearly visible on the whiteboard and are changed after each unit is complete; a copy of the objectives is provided for each student. Exams, quizzes, and hands-on competencies are assessment strategies used in the classroom. Rubrics are used for placement/co-op logs, oral presentations and portfolio entries. Students maintain binders of work done, graded, clinical hours and evidence of competencies completed.

Students receive HHA and Alzheimer's certificate prior to beginning grade 12. At the end of grade 11, students will take their state Certified Nursing Assistant test, administered at GNBRVT by the American Red Cross. Senior students who choose the Growth and Development/Pharmacology elective are trained in Medication Administration Program (MAP) and are eligible to sit for the exam when they turn 18.

Students are assessed regularly using formative and summative assessments. The visiting team saw evidence of the formative assessments used for example: class discussions, group activities, peer practice/review of competencies, etc. Rubrics are used for summative assessments, and feedback on assessment results were provided. If students do not demonstrate proficiency, they are encouraged to stay after school for remediation, and are allowed one re-take attempt to improve their grade

Students in the Nurse Assisting program must meet DPH requirements to be eligible to sit for the Certified Nursing Assisting state test at the end of junior year. This includes demonstrating proficiency on all competencies

listed on DPH skills sheet from grades 9-11, and successfully completing junior year clinical placement rotation hours. Students are adequately prepared to meet the eligibility requirements set forth by the DPH to take and pass the MA state CNA certification test. Students are assessed on employability skills daily (daily grade and are provided with a copy of the Daily Grade Sheet rubric).

Grade 10 students earn certification in Basic Life Support for the Healthcare Provider with AED, Basic First Aid, and CareerSafe5-hour OSHA certification. They are re-certified in grade 12 in BLS for Healthcare Provider with AED and Basic First Aid.

Statewide articulation agreements for up to six credits are available.

Student Clubs and Awards

Students in the program compete in SkillsUSA, are members of the National Honor Society, and are involved in a variety of after-school activities including clubs and sports. These activities include Drama Club, Student Council, Yearbook Committee, and the Mentoring Program. In the SkillsUSA competition in 2018, five seniors and seven juniors participated in the SkillsUSA Health Knowledge Bowl (HKB, and one sophomore participated in the SkillsUSA Basic Health district competition. In 2017, a senior competed in the Nurse Assisting state competition and earned a bronze medal. In 2011, a sophomore competed in the Basic Health competition and earned a silver medal at the national competition. In 2012, the same student competed as a junior in the Basic Health competition and earned a gold medal at nationals as well as receiving a Presidential Award for Community Service.

Student Placement

Currently, 14 of 19 seniors are in the co-operative education program where they work and get paid as certified nursing assistants in a long-term or assisted living facility. Five senior students participate in the Advanced Placement Clinical program, which is an unpaid experience. Students participate in a variety of health field settings, acquiring hands-on experience (EMS, PT/OT, school nursing, and adult daycare). The goal is to place all students on co-op. The co-op numbers are rising; in the past years, more students chose to stay in the shop. The alternative to co-op is Advanced Placement Clinical rotations, or enrolling in newly formed EMT course.

Graduation Rates

The most recent data provided to the visiting team reflects 19 students graduated from the program and of the 19, seven students went on to attend a four-year public college/university, four went on to a two-year public college, five went on to a four-year private university/college and two went on to another type of post-graduate training.

Faculty

To teach in this program you must be a Registered Nurse. The faculty maintains their licensure by keeping up with industry standards and their CEU's for nursing licensure. They maintain their teaching license by obtaining PDP's through the school or elsewhere, and working in their chosen field. Each of the instructors also has training in a variety of areas of expertise, for example, one is a CPR instructor, two instructors are trained as Home Health Aids, and one instructor also has Alzheimer's training, and all partake in clinical rounds.

One of the instructors is the lead teacher and facilitates the continuity of the program, which includes completing the minutes for the Program Advisory Committee meetings, contacting team members, budgetary concerns, and any other areas related to the program. One instructor is the co-op liaison for the program and completes site visits at the student's co-op jobs within the community. This ensures that the instructors remain current in their content area. Instructors have also served or currently serve as advisors to the SkillsUSA and Business Professionals of America programs. One is also a MAP certified trainer, and another is certified with the National Endowment for Financial Education as a Financial Literacy Instructor, which is beneficial for helping students master everyday math applications.

Adequacy of Department Resources

All rooms are equipped with nursing units (beds, cabinets, bedside tables, etc. for the current number of students.

There are computers in all of the rooms and computer carts are available if needed. A document camera is used when the curriculum requires one.

Budgetary requests are met and allow the shop/related class to implement curriculum. At this time, the equipment is working well, and supplies are consistent with current practices and the DPH requirements to run a nursing assistant program.

Production Work

The program does not complete any production work. The students within the shop do not participate in clinics for staff or other students to visit during the school day. Grade 11 students do participate in clinical hours with their instructor and grade 12 students are either on co-op or Advanced Clinical Placement in local community facilities during their six-day cycle of shop.

Climate in the Department/Program

Upon entering any one of the four rooms in the program, the visiting team felt immediately welcome. The climate is gender-neutral. The students are all dressed in uni-sex scrubs, in a blue or teal color with no print. The visiting team observed students working together in groups on assigned projects and assignments while instructors are overseeing, collaborating, and mentoring the students. Through interviews, students said that they are encouraged to come before and after school for additional instruction, however students are asked to schedule an appointment with the instructor in advance to make sure that the teacher is available.

All students are encouraged to pursue the goal of becoming a certified nursing assistant in an environment that is conducive to learning, and to go out on a co-operative education placement. Bullying is not tolerated, and there is no evidence at this time of harassing language, behavior, or bullying. From the lesson plan review, cultural diversity is integrated throughout a variety of topics as it relates to surgical interventions, hospitalization, food practices, choices in healthcare, and death and dying.

Outside Input

The Nurse Assisting/Health Assisting program has an active Program Advisory Committee that meets twice a year as evidenced by minutes provided to the visiting team. Although a standard agenda was followed with informational bullet points, no general advisory minutes or checklists for curriculum, equipment and supplies or facilities or feedback were evident. The 15 member committee is composed of representatives from the healthcare industry, higher education, students and parents as well as all other areas required by the Chapter 74 PAC. All four instructors attend the meetings, a chairperson facilitated the meetings and the minutes were submitted to the academy supervisor within two days after the meeting.

Identify and discuss initiatives for program improvements that are or may be planned for the future

Bed Making and Bonding. This is a program where sophomores go out to clinical areas and experience clinical rotations, patient interaction and work on communication in the workplace, work ethic and professionalism and entrepreneurship skills. The Department is also working on revising and expansion of the newly acquired EMT program.

Other Health Services Cluster Program Commendations

Commendation

The 100 percent student passing rate for the past three year on the first attempt on the statewide American Red Cross Certified Nursing Assistant Exam. (2.10)

Commendation

The students for participating in and winning the SkillsUSA medals in many categories over the last several years. (2.10)

Commendation

The instructors who have developed a very strong community and industry-based involvement as evidenced by high number of students on cooperative placement, and at numerous clinical sites. (7.8)

Other Health Services Cluster Program Recommendations

Recommendation

Schedule common planning time for all the teachers in the program in order to coordinate lesson planning, placements, and to analyze assessment data (2.4)

Recommendation

Develop and implement a comprehensive list for feedback on curriculum, equipment, and facilities to be used during Program Advisory Committee meetings in accordance with DESE regulations. (2.8)

Culinary Arts and Sciences

Narrative Program Summary

Program Basics

The Culinary Arts program is certified by the American Culinary Federation® and is staffed by six chef instructors. There are approximately 140 active learners in four collaborative areas of Pastry Arts, Hospitality (Front-of-the house operations, and Chef Training and freshmen exploratory. The program operates the Lighthouse Cafe coffee shop daily while producing and serving in-house school and district functions, childcare meals, placement meals, night school sandwiches and pastries for various organizations throughout the New Bedford community. The facility consists of two working kitchens, pastry arts area, freshman kitchen, restaurant and two theory rooms. The majority of equipment for chef training, pastry arts and the cafe are located within the main production kitchens and the freshman exploratory program is located across the way. The lighthouse cafe had a makeover in 2016-17 with a student-driven project devised by the Hospitality Instructor who collaborated with multiple disciplines. The face-lift provided a positive, comfortable, and pleasant dining experience.

The students are actively engaged in the daily procedures, and operations of Lighthouse Cafe, chef training and pastry arts areas. Signage regarding behavioral expectations and consequences are posted in some locations in the shop but, signage regarding safety, station assignments and agenda's were not obvious. Some shop equipment is worn and stressed and is in need of repair to be current with industry standards of the trade. The Culinary Arts Department has an active Program Advisory Committee which is comprised of members of business and industry.

All areas are very clean and well-sanitized. The kitchen is governed by the Board of Health and is inspected at least twice a year. Students are given the task of keeping the kitchen clean, in order, compliant with ServSafe and Board of Health regulations. All signage is appropriate and up-to-date. Exit signs and emergency routes are labeled and highly visible. Student lockers are adjacent to the production kitchens (there are 162 lockers available, some in non-working condition). There are male and female restrooms and changing rooms are adjacent to the production kitchens. Students also have access to the restrooms located in the cafeteria, if needed. Five student computers are located in the Coffee Shop and ten are located in the K-Wing Related classroom. The production kitchens are well-supplied, well-organized but are in need of updates to meet industry standards. The overall appearance is professional and runs like many production kitchens.

Student Demographics

Twenty students per division (40 students total) may be enrolled at each grade level. Overall, enrollment in the Culinary program is high, however, the enrollment has declined over the past two years. This program is often a student's back-up choice if they do not receive their first and second choice during their exploratory process. In the 2017-18 school year, the total student population in the program was 140, with enrollment as follows: grade 9: 27 female and 13 male students, grade 10: 25 female and 10 male students, grade 11: 25 female and 6 male students, grade 12: 26 female and 8 male students. Female students represent 73.5 percent of the students in the Culinary Arts program.

Curriculum

It is noted that the curriculum and instructors' abilities provide a rigorous, comprehensive program in pursuit of full-time employment, higher education, and the commitment of lifelong learning, and coincide with most standards of the industry. Evidence of a curriculum guide is present, but mapping or scope and sequence is not present. Overall curriculum is in the process of change to improve greater opportunities for students in the Culinary Arts program. The curriculum is broken down into trimesters with a total of 30 cycles and students are on a rotating, six-day cycle from academics to vocational. The curriculum for all four years is competency-based, and is created to align with the Massachusetts Vocational Chapter 74 Frameworks and American Culinary Federation®. The curriculum is created with the school's core values at the forefront, Preparation, Passion, and Perseverance. Grade 9: Freshman Exploratory, and first-year Culinary, grade 10, Sophomore Production Kitchen and Related Theory, grades 11 & 12, Restaurant Management, Fundamentals of Baking,

and Culinary Arts Production Kitchen, grades 11 & 12, Related classes, Entrepreneurship, Hospitality, Food Service, Math Related, Theory, and ServSafe. Students are held to a high standard and graded on daily performance and behavior, such as, professionalism, initiative, preparation, safety, being able to work as a team, and perseverance. This is evident with a full schedule of production work for serving in-house school and district functions, childcare meals, night school sandwiches and pastries and various organizations throughout the New Bedford community. Behavior grades are based on safety, initiative, preparation, and attitude. Performance grades consider the student's skills in time management, work habits, adherence to instructions, and execution of tasks. There are many tasks taking place between the production kitchen, pastry kitchen, and front of house, teaching staff are contained to their own area with little regard to what is happening in other parts of the kitchen.

Instruction

The kitchen is open for production work during days two through six of the six-day cycle. On day one of the six-day cycle, students are engaged in competency review and formal instruction. Although students are deeply involved with production work on five days of the cycle, the lessons are student-centered, and instruction is differentiated for mixed-ability learners. Technology is primarily utilized in the related classrooms. Teachers utilize computers and whiteboard technology for direct instruction. Access to technology is limited in the production kitchens, which limits student preparedness for college and career in the 21st century. The ELA department collaborates with the Culinary Arts program by assisting the students with shop related essays and resume writing. Lessons in Culinary Arts provide competency-based education that is connected to the Massachusetts State Vocational Frameworks. Daily written lesson plans provide students opportunities to problem solve on a daily basis, challenged themselves, and use creative thinking. Classroom management strategies are used, such as organized daily tasks, limiting downtime, and clear rules. Each instructor has their own methodology and expectations based upon their students' needs.

Teachers are notified by the Special Education Department of students who have IEPs or 504 Plans. Teachers provide accommodations and modifications as needed. In some cases, students work with a special education, one-on-one aide. Teachers leverage the expertise of Program Advisory Board members in order to remain at the forefront of instructional trends and methodologies. Safety is taught and reviewed thoroughly at the start of each school year with a written exam, demonstration but, no evidence was noted of a practical exam. Safety is reinforced on an as-needed basis and as students rotate through the program.

Assessment and credentialing

Chec lists, ServSafe exams, ACF, weekly grades, related theory homework, projects and weekly assessments are used to determine grades but no evidence of a universal rubric is supported in the daily assessment of technical and employability skills in this career area. Students are allowed to take ServSafe exams during their senior year as part of the curriculum. Upon graduation, students have the opportunity to become a junior ACF member. Student progress is regularly assessed. Several successful methods of assessment are used in the culinary classroom such as tests and quizzes, written essay assignments, daily journals, and portfolio entries. The data from assessments is used to inform classroom instruction and to improve student performance. The instructors offer timely feedback to give the students the opportunity to improve their work.

Student Clubs and Awards

Sophomores, juniors, and seniors have competed in the SkillsUSA Cooking, Commercial Baking, and Restaurant Service Competitions. Since the last NEASC evaluation, multiple students have competed at the state level. They consistently earn medals at the district Level. A number of Culinary students are members of the National Honor Society.

Student Placement

There are currently no students out on the co-operative education placement but the visiting team learned that this will change during the next trimester. In reviewing the post graduate placement data: 4 percent military, 10 percent work in the trade and approximately 82 percent continue with their education.

Graduation Rates

Over the past three years, an average of two graduates from Culinary Arts have gone directly into jobs in the culinary service field, 28 have pursued a higher education, and an average of one per year has gone into the military, with some minor variances.

Faculty

All teachers in the Culinary Program are appropriately licensed by the Department of Elementary and Secondary Education. Two teachers have bachelor's degrees, four teachers have associate's degrees, and one has obtained certified chef status from the American Culinary Federation. Teachers stay current by taking part in professional development opportunities through involvement with MAVA and various workshops offered in the school or community. Three instructors continue to actively work in the culinary field outside of their teaching positions and this allows for immediate industry feedback. One teacher also facilitates continuing education classes for the community. All instructors are involved in SkillsUSA as advisors.

Adequacy of Department Resources

The technical areas including two kitchens, a coffee shop / full-service restaurant, and freshman Exploratory space. All areas are equipped with supplies to sufficiently meet the needs of the culinary program, such as food quantity, and meal service supplies. Operational and major wear pose issues in the function of the production kitchens. Equipment is maintained to the best of the shop's ability. Production demand has taken a toll on the effectiveness of the equipment and much of the equipment is in need of updating and replacing. The budget is supplemented by daily sales in the coffee shop, open house at GNBRVT, SkillsUSA Competition Banquets, and the many community projects. Suggestions are given annually to the administration from the Program Advisory Committee on behalf of the faculty.

Production Work

Of the six-day cycle, five days are dedicated to live production, consisting of morning breakfast, composed salads, and a salad bar serviced by the freshman class. The sophomore class produces a fixed menu of limited breakfast items and specialty lunch items. The junior class produces all breads and pastries for the coffee shop. The senior class produces a daily limited menu for the coffee shop, production of high volume special events and community services such as the State of the City Address for New Bedford. Although the culinary department is overwhelmed with production, students' hard work pay off, they have received letters of recognition for their work in all of these situations.

Climate in the Department/Program

Students work closely with their instructor to create intricate meal options in the Culinary Arts department. The room had a consistent hustle and a constant noise of chatter and dish and utensil moving. Everyone is acting professional and is busy working hard to serve the public. Teachers use an enthusiastic and encouraging voice in the kitchen when giving instruction. The entire staff is diligently working to create an environment of consistency in each individual class and support students to adhere to behavior expectations. Instruction and disciplinary actions align with the school's core values. Teachers are available, both before and after school, providing additional instructions to students.

Culinary Arts and Sciences Commendations

Commendation

The students for demonstrating professionalism in their methods, while serving the patrons with prompt, polite service and a pleasant demeanor. (1.3)

Culinary Arts and Sciences Recommendations

Recommendation

Schedule and implement common planning time for Culinary Arts teachers in order to support a team approach, where they can plan creatively, and enrich lessons that enhance the students' learning for future success and align with the mission statement and core values. (3.1, 3.3, 3.4, 3.5)

Recommendation

Develop and implement a professional development plan to enhance strategies for team building, lesson alignment, and classroom management for a seamless, quality education for students' success. (3.1)

Recommendation

Develop and implement rubrics for all lessons, and assessments so that students can understand and assess their own work for learning success. (3.4)

Recommendation

Develop and implement a plan to improve co-operative education placement or internships in industry so students realize real-world experiences. (2.10, 7.8)

Recommendation

Develop and implement a system to repair and update operational equipment to improve aesthetics and operation of the kitchen for optimal function of production and to meet industry standards. (7.2)

Recommendation

Find adequate storage space for all departmental equipment in order to eliminate hallway storage (7.5)

Information Systems Technology/Networking

Narrative Program Summary

Program Basics

The Computer Information Technology program starts in the 9th grade as an Exploratory class. At the end of freshman year, the students have to decide which shop to focus on for the next three years. They are able to choose either Information Support Services and Networking or Programming and Web Development. This summary is about the Information Support Services & Networking program. The Information Technology program classrooms are located in C102, C104, G110/G111 and B325. There are workstations along the perimeter of each room, with seating and some stations and tables placed within the center of the room. Rooms G110/G111 are connected, with computer stations in rows in G110 and equipment and a learning networks setup in G111. Two rooms are located within the C block of the building just south of the student cafeteria, two rooms are located in the G wing and the related room is located in the B Block. The two rooms are small in size and space is tight. There is no natural light in the room.

There are no obvious safety or health issues in any of the instructional areas; they appear clean, have proper signage for room numbers, fire extinguishers, and exits, and evacuation route signs are clearly visible. Lockers and restrooms are located in the hallways outside of rooms C102, C104, and G110. There are 17 student PC workstations per room, and the overall appearance is of clean, orderly classrooms and work areas.

Student Demographics

As of October 2019, in both ISS & PW there are 75 males, 21 females which is a total of 96 students. There are 34 students enrolled in the Information Technology class of 2022. In Information Support Services, there are 16 juniors, 15 sophomores, and 17 seniors. The number of first picks for freshmen has been steadily increasing. This increase should help retain students throughout the four years.

The popularity of the shop appears to be on the rise. Likely reasons for this include the growing use of computers and social media popular with younger students. The program promotes its success with current students through SkillsUSA, Business Professionals of America and other extracurricular participation throughout the school.

While students in this program are predominantly male, enrollment of females has increased each year. The visiting team learned that this may be the result of changes in the Freshman Exploratory curriculum. These changes are ongoing and should help to continue to increase the number of students (male and female) choosing the shop as their first pick.

Curriculum

- **Freshman - Computer Information Technology** - The Computer Information Technology curriculum prepares the student to make a decision on which technology to choose. In doing so, they learn computer web design using HTML, as well as Information Systems Support. The course instruction utilizes the competencies from the Information Support Services & Networking Framework, as well as Programming and Web Development. (CVTE Frameworks and the objectives contained within the six strands of the CVTE Frameworks. As a freshman, the student should be able to describe what a computer program is and how it runs, identify and list various types of current programming languages. Explain the steps in a program life cycle. Design a simple program for a specific application, create, test functionality, debug and document a simple computer program.
- **Sophomore Information Support Services Shop**- Introduction to ISS. The course instruction utilizes the competencies from the Information Support Services and Networking CVTE Frameworks and their objectives. The course instruction utilizes the competencies from the Information Support Services (CVTE

Frameworks and the objectives contained within the six strands of the CVTE Frameworks. Students first learn the purpose and theory of networking and then progress to hands on activities such as creating designing a network topology and creating and maintaining a LAN. Students will also be introduced to the CISCO Academy. Students will then learn the different components in PC's, operating systems, software applications, as well as the purchasing and installation of computer.

- **Sophomores have 2 related courses.** They are Database Administration and Microsoft Office, OSHA, and Entrepreneurship. With one of the goals is to achieve Microsoft Office Specialist Certifications. (which are industry recognized certifications).
- **Junior Information Support Services Shop-** Introduction to Data Communications and Networking.
- **Junior -Related Courses Computer Science/MOS.** Computer Science prepares students to take the Microsoft Certified Application Specialist exam in Microsoft Word, Excel and PowerPoint
- **Junior – Related Courses Computer Business Math I.** Students first learn the mathematics of computers; digital/analog, numbering systems and logic. Students are introduced to math skills required in personal finance and business applications. In addition, students learn to convert decimal to binary, binary to decimal and binary addition.
- **Junior Related Courses - Entrepreneurship.** This class introduces the juniors and seniors to the various forms of technical communication utilized in the IT field and to prepare them to create and deliver such forms of communication.
- **Senior Information Support Services Shop- Internetworking.** The course instruction utilizes the competencies from the Information Support Services and Networking Career & Vocational Technical Educational (CVTE Frameworks and the objectives contained within the six strands of the CVTE Frameworks. The shop uses the Cisco CCNA Routing and Switching curriculum teaches comprehensive networking concepts and skills, from network applications to the protocols and services provided to those applications by the lower layers of the network. Students progress from basic networking to more complex enterprise and theoretical networking models later in the curriculum.
- **Senior Related Courses - Computer Business Math II.** This course continues to prepare students for technical math through a combination of conceptual and practical activities. The instruction has both business and personal finance applications.
- **Senior Related Courses - Entrepreneurship.** This course for Information Technology seniors emphasizes the various forms of technical communication utilized in the IT field and prepares them to create and deliver such forms of communication. Students are trained to deliver prepared and extemporaneous speeches and presentations.

Instruction

Students are taught using a multi-sensory learning approach utilizing visual, auditory, and tactile environment question. Lessons are delivered to create a student-centered learning environment. Instruction techniques are utilized within the classrooms such as varying the content, process, and products that are planned. Technology is used during instruction. Lessons are delivered through the use of the interactive board, Cisco web portal (netacad.com, Cisco equipment, Lab PCs, and the Aspen X2 portal is utilized for the collection, analysis, and reporting of student data.

Every course guide includes a comprehensive student task list which is provided to the students at the beginning of each course. These lists are updated as specific tasks are attained. The visiting team learned that IEPs and 504 Plans are an integral part of the planning process for every lesson. Instructional materials from Cisco are used to include technology rich, hands-on labs that address all learning styles and abilities. Students work individually and in group projects. Classroom management strategies include reviewing and posting policies and procedures to reference, positive feedback, modeling behavior and enthusiasm, allow students autonomy, use of private reminders for conduct or disciplinary issues, referral to administration for further counsel when necessary. Former students that work in the field are invited to attend the Program Advisory Committee meetings to share their experiences.

Assessment and Credentialing

Students in the Information Technology program are assessed in various ways. Assessments include homework, labs, quizzes, exams, notebooks, career portfolios, and authentic assessment through hands-on project evaluations, oral and written work. The assessments are selected to ensure the highest standard of proficiency, always integrating the IEP and 504 plans as indicated and differentiating instruction as needed.

Students are assessed daily on application skills and each cycle with written assessments. Results are analyzed and teachers collaborate on skills in need of further exposure. Student performance is communicated to the parents/guardians via access to the online Aspen parent portal, progress reports and trimester report cards. Meetings, phone calls, and email correspondence may also be used for family communication.

Lesson plans and cycle syllabi are created and reviewed with objectives stated and matched to the vocational frameworks and posted within the classroom. They are all posted to the Google classroom. Information Technology teachers provide timely feedback both verbally and through progress reports, which are distributed several times per trimester. The department uses Cisco Network Academy curriculum. They earn a certificate of completion of Cisco Cyber Security. MOS certification demonstrates students are proficient in one or more Office programs. Students do not have specific licensure requirements to be successful in the Information Technology field. However, the curriculum prepares students for Cisco CCENT/CCNA Certification.

Student Clubs and Awards

Students have the opportunity to participate in the Business Professionals of America competitions. BPA is a nationwide organization which affords students the opportunity to participate in competitive events centered on business activities. Membership in BPA provides students with programs and activities beyond the regular curriculum that strengthens students' intellectual and social development. CIT/IS/PW students have placed in the top five in the state and top ten nationally. Students have also held leadership roles such as BPA Chapter and State Officers, representing the school and state.

Student Placement

No students in this career area are on co-operative education placement or internship placement. Many employers in this field require students to be 18 or over to be employed.

Graduation Rates

The Information Technology Department's statistic report reflects a 100 percent positive placement rate, which exceeds the district's target of 90 percent.

Faculty

Teachers in the department are professionally licensed and continue to receive appropriate professional development throughout the school year. This includes attendance at conferences, collective training sessions, and meetings. Instructors are part of school-wide committees, serve as club advisors, and have implemented school-wide training classes within their field of expertise.

Adequacy of Department/Program Resources

The Information Technology department has sufficient resources compliant to industry standards. GNBRVT has a partnership with Cisco and is part of the Cisco Network Academy. Microsoft Office Suite 2016 is installed in all shop areas. New books were purchased in 2019.

Production Work

The department does not do any official production work. The program currently does not take requests from outside sources for work production, but will be looking to offer help to the community in the future.

Climate in the Department/Program

The culture in the Information Technology program is welcoming, collaborative and amiable. The department-wide atmosphere is supportive and collective.

Outside Input

Information Technology programs have an active Program Advisory Committee which meets twice per year. Committee members consist of industry leaders, post-secondary educators, program instructors, parents and students. The Committee is made up of diverse representatives, however, there is no representative with disabilities. Meeting minutes are recorded and kept on file. The Program Advisory Committee has been instrumental in advocating for the program to improve the curriculum and obtain the necessary tools to keep current with industry standards, shared with Programming & Web Development.

Information Systems Technology/Networking Commendations

Commendation

The Information Systems and Support program for having an exceptional number of students who participate and place well in SkillsUSA and Business Professionals of America (BPA) competitions. (7.5, 5.1, 5.9)

Information Systems Technology/Networking Recommendations

Recommendation

Develop and implement an enriched curriculum, based on hardware reflecting industry standards.

Recommendation

Research and secure articulation agreements with community colleges in order to facilitate student connection with post-secondary education. (2.4, 7.8)

Recommendation

Offer trade-related, specific certifications and appropriate technical exams for students to be in compliance with state frameworks and to include these certifications in the student portfolios. (2.7, 2.10, 5.4)

Recommendation

Obtain community projects in order to provide students the opportunity to work with clients while strengthening their computer technical support skills. (7.8)

Programming and Web Development

Narrative Program Summary

Program Basics

The Computer Information Technology program starts in the 9th grade as an exploratory class. The 34 students picked CIT freshman year. At the end of freshman year, the students have to decide which shop to focus on for the next three years. Students have the opportunity to choose between Information Support Services and Networking or Programming and Web Development. This section focuses on the Programming and Web Design Technology. Classrooms are located in C102,(freshman), C104 (sophomore), C106 (junior senior), B325. There are workstations along the perimeter of each room, with seating and some stations and tables placed within the center of the room. Three rooms are located within the C block of the building just south of the student cafeteria, there is no natural light in the classroom. The related room is located in the B Block. The junior/senior classrooms have dual monitors attached to their workstations. The rooms are small in size, with just enough desks for 17 students and a teacher computer. In room C104, the older computers are tucked away on a shelf/rack. Some of these computers could be used for break/fix if space permitted.

There are no obvious safety or health issues in any of the instructional areas; they appear clean, have proper signage for room numbers, fire extinguishers, and exits, and evacuation route signs are clearly visible. Lockers and restroom are located in the hallways outside of rooms C102, C104, C106 and G110. There are 17 student PC workstations per room, and the overall appearance is clean and orderly.

The self-study report combines both Programming and Web Design and the Information Support Services. This was done because freshman students are considered part of Computer Information Technology, and at the end of their freshman year, they decide on their shop choice and branch off into their permanent shop. And as a sophomore they become either PW or ISS.

Student Demographics

There are 34 students enrolled in the Computer Information Technology (Class of 2022). In Programming and Web Development, there are 17 sophomores, 15 juniors, and 15 seniors.

The program is predominantly male, however the current sophomore class has five females. There is an increased growth of female representation in the shop. The freshman exploratory curriculum has a variety of different computer technologies to cover the various aspects of a career in CIT. The variety of different topics covered in the three day exploratory gives the students an experience of the variety of options available in CIT. These changes are on-going and should help to continue to increase the number of students (male and female) choosing the shop as their first pick.

Curriculum

The curriculum is delivered by four technology teachers, one related teacher and one part-time teacher assistant.

Freshman Year The Computer Information Technology curriculum prepares the student for to make a decision on which technology to choose. The PWD program allows students to learn computer web design using HTML, as well as Information Systems Support. The course instruction utilizes the competencies from the Programming and Web Development. (CVTE) Frameworks and the objectives contained within the six strands of the CVTE Frameworks.

Sophomore Year includes Programming and Web Design Shop as well as Intro Programming and Web Development Fundamentals. The course instruction utilizes the competencies from the Programming and Web Development Career & Vocational Technical Educational (CVTE Frameworks and the objectives contained within the six strands of the CVTE Frameworks. The purpose of this course is to introduce students to programming and web development through a combination of conceptual and practical activities.

Junior Year includes Programming & Web Design. The course instruction utilizes the competencies from the Programming and Web Development Career & Vocational Technical Educational (CVTE Frameworks and the objectives contained within the six strands of the CVTE Frameworks. This includes computer programming using the language Java, and web development markup languages and scripting languages (html, css, js, jquery). Junior Related classes include Computer Science/MOS, Computer Business Math I Computer Science and Entrepreneurship. The junior year students have 2 related classes in shop and 2 in academics. This class continues prepares students to take the Microsoft Certified Application Specialist exam in Microsoft Word, Excel and PowerPoint and Access. In the business/technical. Students first learn the mathematics of computers; digital/analog, numbering systems and logic.

Senior Year Related includes Computer Business Math II and Entrepreneurship. This course continues to prepare students for technical math through a combination of conceptual and practical activities. The instruction has both business and personal finance applications. This course for information technology seniors emphasizes the various forms of technical communication utilized in the IT field and prepares them to create and deliver such forms of communication.

Senior Year Shop includes Programming and Web Management. The course instruction utilizes the competencies from the Programming and Web Development Career & Vocational Technical Educational (CVTE Frameworks and the objectives contained within the six strands of the CVTE Frameworks. Students continue to learn programming with Java and web development markup languages and scripting languages (html, css, js, jquery).

The overall curriculum is reviewed at twice-yearly meetings of the Program Advisory Committee, and several times a year at department meetings.

Instruction

Students are being taught in an enclosed classroom. Underclassmen have one monitor attached to one computer. Upperclassman have two monitors attached to one computer. There is an interactive board and projector at one end of the room. Students are being taught using a multi-sensory learning approach utilizing visual, auditory, and tactile environment question. The instructors have lesson plan/cycle plans posted on the wall. Students have new books that coincide with the curriculum. All assignments are posted in the Google Classroom, along with the necessary resources. The course guide includes a comprehensive student task list which is provided to the students at the beginning of each course. These lists are updated as specific tasks are attained. The teachers have a four-year competency document for Programming and Web Development. The legend is E (exposed, I, (indirectly addressed, Directly addressed, and Refined.

Instructional materials are developed to include technology rich, hands-on labs that address all learning styles and abilities. Classroom management strategies include reviewing and posting policies and procedures to reference, positive feedback, modeling behavior and enthusiasm, allow students autonomy, use of private reminders for conduct or disciplinary issues, referral to administration for further counsel when necessary. Faculty unit plans are designed with IEP and 504 accommodations in mind; IEP and 504 plans are supplied by the school Special Education Department. Safety equipment is provided, when needed, and MSDS sheets are available for shop-specific materials and are posted in classrooms.

Assessment and Credentialing

Students in the Information Technology program are assessed in various ways. Assessments include homework, labs, quizzes, exams, notebooks, career portfolios, and authentic assessment through hands-on project evaluations, oral and written work. Students are assessed daily on application skills and each cycle with written assessments. Results are analyzed and teachers collaborate on skills in need of further exposure. Student

performance is communicated to the parents/guardians via access to the online Aspen parent portal, progress reports and trimester report cards. Meetings, phone calls, and email correspondence may also be used for family communication. Lesson plans and cycle syllabi are created and reviewed with objectives stated and matched to the vocational frameworks and posted within the classroom. Strategies for assessment used in the classroom include formative and summative assessments. Students will take MOS certification examinations. Upon passing they will get an industry recognized certification. Students do not have specific licensure requirements in programming or web design.

Student Clubs and Awards

Students have the opportunity to participate in the Business Professionals of America competitions. BPA is a nationwide organization which affords students the opportunity to participate in competitive events centered on business activities. Membership in BPA provides students with programs and activities beyond the regular curriculum that strengthens students' intellectual and social development. CIT/IS/PW students have placed in the top five in the state and top ten nationally. Students have also held leadership roles such as BPA Chapter and State Officers representing the school and state. Students are often recommended for leadership programs.

Student Placement

No students in this career area is participating in co-operative education placement or internships

Graduation Rates

The Information Technology department's statistic report reflects a 100 percent positive placement rate, which exceeds the district's target of 90 percent. Most students continue their education in either a two or a four-year college.

Faculty

Teachers in the department are professionally licensed and continue to receive appropriate development throughout the school year. This includes attendance at conferences, collective training sessions, and meetings. Instructors are part of school-wide committees, serve as club advisors, and have implemented school-wide training classes within their field of expertise. They are called upon to teach staff new technologies through professional development.

Adequacy of Department/Program Resources

The Information Technology department has sufficient resources compliant to industry normality. As of the date of this report, the computers are working and up to date. Microsoft Office Suite 2016 is installed in all shop areas. As well as Adobe Creative Cloud. Other programs used are free resources, such as text editors and IDE's (Integrated Development Environments).

Production Work

Information Technology students do not do any official production work. The program currently does not take requests from outside sources for work production.

Climate in the Department/Program

The culture in the Programming and Web Development program is welcoming, collaborative and amiable. The department-wide atmosphere is supportive and collective. Department meetings are held regularly, and teachers are encouraged to offer input and share resources within their classroom areas.

Outside Input

Information Technology programs have an active Program Advisory Committee, which meets twice per year. Committee members consist of industry leaders, post-secondary educators, program instructors, parents, and students. The Committee, although diverse, does not include a person with disabilities. Meeting minutes are recorded and kept on file. The Program Advisory Committee has been instrumental in advocating for the program to improve upon the curriculum and obtain the necessary tools to keep current with industry standards.

Programming and Web Development Commendations

Commendation

The Programming and Web Development Technology program for having an exceptional number of students who participate and place well in SkillsUSA and Business Professionals of America (BPA) competitions. (7.5, 5.1, 5.9)

Programming and Web Development Recommendations

Recommendation

Obtain community projects for students to work on with clients while strengthening their trade and related skills. (2.3, 7.8)

Recommendation

Offer trade-related specific certifications and appropriate technical exams for students, such as the APCS Java exam, to be in compliance with state frameworks and to include these trade-related certifications as part of the student portfolio requirement. (2.7, 2.10)

Recommendation

Research and secure articulation agreements with community colleges, in order to facilitate the student connection with post-secondary education. (7.8)

Computer Aided Drafting and Design / Manufacturing

Narrative Program Summary

Program Basics

The CAD-Drafting program is located in the northeast end of G block on the school's main level. This program is designed to promote understanding and application of the graphical language used in technical drawings. The program introduces the student to basic drafting techniques using the latest version of AutoCAD, Chief Architect and Solid Works. The curriculum is designed to promote understanding and basic applications of the software, introduce the student to the fundamentals of traditional drafting, and prepare the student for more advanced applications. After completing the CAD-Drafting courses offered during freshman and sophomore years, a student can then enter either the Architectural Drafting program or the Mechanical Drafting program in their junior and senior year.

The Architectural Drafting & Design Program and Mechanical Drafting Program are also located in the northeast end of G block on the main level. They are adjoining shops with one shared related classroom. Both shops measure approximately 50' x 50' and are used for lab work. The related room is located in the southeast part of the B block on 3rd floor, measures approximately 20' x 20', and is used for teaching architectural and mechanical theory.

The Architectural Drafting shop is set up as an office environment. There are 24 – large tables (3' x 5' and 3'x 6'), ergonomic rolling office chairs, and halogen desk lights for task lighting. Each desk has its own 21" monitor and computer. The computers have the latest versions of AutoCAD and Chief Architect installed as well as Microsoft Office products. There is a new, state-of-the art KIP 860 large format color printer 2017 as well as a desktop laser jet printer and copy machine.

The Mechanical Drafting Shop has 24 – large tables (3' x 5'), and cushioned computer chairs. Each desk has its own 21" monitor and computer. The computers have the latest versions of AutoCAD and SolidWorks. Both shops have 48 lockers - one for each student - and 48 flat files for student work. There is a projector and screen in the front of the class as well as a SMART Board located near the entrance of the room. There are also tables and chairs set up in front of the SMART Board for smaller teaching sessions. There is a new 3D printer and a desktop laser jet printer.

The classrooms are clean, organized and orderly. There are no obvious safety issues; exit signs are clearly posted, rooms have adequate signage, equipment, books, MSDS sheets, drawers and equipment are clearly labeled. The evacuation route is visible and installed on the classroom door. Single-use student restrooms are located directly outside of the classroom.

Student Demographics

Up to 96 students in grades 9 through 12 are enrolled in the Drafting programs. Currently there are 24 students in 9th grade Exploratory, 24 10th grade students enrolled in CAD Drafting (DT), 12 students are in the 11th grade Architectural Drafting & Design Program and ten students are in the 11th grade Mechanical Drafting program. The demographics are different each year but approximately 50 percent male and 50 percent female is consistent. This is reflective of the average student body entering GNBRVT.

Curriculum

Instructors use the 2014 Massachusetts Vocational Technical Education Frameworks for Drafting (CIP 151301). There are four Chapter 74 Certified instructors. One instructor teaches lab work to 24 freshmen Exploratory and 12 juniors while the other teaches lab work to seniors and related theory to juniors and seniors in the Architectural Drafting Program. The third Instructor teaches lab work to sophomores and seniors and theory

(related) to sophomores; the fourth instructor teaches lab work to juniors and related theory to sophomores, juniors and seniors in the Mechanical Drafting Program. The Drafting program was created based on MVTE Frameworks, with input from the Program Advisory Committee and industry standards. The curriculum is delivered in a way that aligns somewhat with the school's core values of Preparation, Passion and Perseverance, emphasizing personalized instruction. The curriculum is the same written format used by other career and technical education programs in the school. It is a project and competency-based curriculum with clear performance expectations for the student. The curriculum is aligned from grade 9 through grade 12 and is tracked through a competency checklist. The curriculum is reviewed regularly by the instructors and twice each year by the Program Advisory Committee. The Program Advisory Committee gives general feedback about curriculum, equipment, hardware, and industry trends.

Instruction

Each instructor is evaluated annually in accordance with the Massachusetts DESE evaluation system adopted by the school district. Teachers set goals for the shop and personal goals that align with the school and district goals. The visiting team observed no clear evidence of differentiating instruction based on student needs. Students are taught individually, both in the lab (shop), in theory (related), and after school, if needed. Peer instruction is provided intermittently by upper class students who have completed their own assignments. Instructors are notified by the Special Education Department of the students who are on an IEP or have a 504 Plan. The visiting team was informed that the instructors then provide accommodations or modifications as needed.

In lab (shop), the latest software and technology is used to complete competency-based projects that both identify duties and tasks in order to engage students in problem-solving and higher-order thinking for each project. In the theory (related) classroom, the instructors use and incorporate technology through the use of PowerPoint presentations and interactions using the SMART Board as well as pre- and post-testing to evaluate student knowledge. Instructors may adjust their instruction based on this data. There is an ongoing, joint effort between the English Department and the CVTE areas regarding the portfolio, which is a graduation requirement. Each student is required to write work samples explaining a shop project as well as resumes and goals essays; these are reviewed by both academic and CVTE instructors. Safety is important to the trade. Every two years, the students are given instruction and are tested on safety by an OSHA certified trainer. They receive a 10 hour OSHA safety certificate.

Assessment and Credentialing

Students' progress is assessed regularly. They are graded daily on behavior and performance. Students receive project grades based on rubrics tailored for each project, which outline tasks and duties students should learn. This outcome is then transferred to their competency profile. Students also are assessed using pre- and post-test for subject matters. Both a written and hands-on end-of-the-year assessment is also used.

Teachers use a variety of assessments to inform individual and classroom-wide instruction and to improve student performance and lessons. On projects, students receive immediate feedback and have the opportunity to revise and/or correct work. Student assignments are posted on a whiteboard and are given on the syllabus (at the beginning of the year) for shop and related classes. The syllabus outlines what the student will be learning each cycle that year. A parent/guardian signature is required. Parents/guardians can also view student grades which are posted to the web portal Aspen X2.

Students have generally done well in securing state and national industry-recognized credentials. For example, both the AD & MD students have all earned their 10-hour OSHA certification and Architectural Drafting students have won gold in the district and state SkillsUSA competition for the past several years.

Student Clubs and Awards

All students compete in the local competition of SkillsUSA, and several compete in leadership competitions as well. For the past several years, students in Architectural Drafting have won gold medals at the district and state levels, and won 4th place at the national level. Some students in the program are members of the National Honor Society.

Student Placement

Each year a student from the Mechanical Drafting program participates in a co-op job, while the Architectural Drafting students participate in unpaid "live job" experiences. Currently, the Architectural Drafting program has an articulation agreement with New England Institute of Technology and both Architectural Drafting and Mechanical Drafting have an articulation agreement with all the area community colleges.

Graduation Rates

Students are tracked prior to graduation by means of a pre-and post-graduation form. This form tells the school of their plans after they graduate high school. A one-year follow up survey is then conducted to track and record their plans. Over the past three years, 100 percent of our graduates in both Architectural and Mechanical Drafting have pursued additional education, found employment in a related industry, or have entered the military.

In the years 2007-2015, there were 97 graduates from the Architectural Drafting program. Eighty-five percent went on the higher education; four percent are employed in non-related industry, two percent have entered the armed forces, one percent is employed related, three percent are employed in a non-related industry and eleven percent status is unknown. Of the seven graduates in the class of 2016, eighty-six percent went on to higher education and fourteen percent's status is unknown.

In the years 2007-2015, there were 65 graduates from the Mechanical Drafting program. Sixty percent went on the higher education; eight percent are employed in a related industry, two percent have entered the armed forces, fifteen percent are employed in a non-related industry and seventeen percent status is unknown. Of the ten graduates in the class of 2016, seventy percent went on to higher education and ten percent's status is unknown, ten percent employed non-related and ten percent entered the military.

Faculty

All four teachers are licensed by the Department of Elementary and Secondary Education. Two instructors have bachelor's degrees, one has an associate's degree, and one is a Master Machinist. The teachers stay current in their field by taking part in the professional development opportunities available in the community and at GNBVRT. The instructors demonstrate professional leadership skills in several ways. Two instructors serve as lead teachers in their respective shops, all four instructors are SkillsUSA advisors, and the Mechanical Drafting instructor teaches CAD Drafting during night school and advises the Robotics Club.

Adequacy of Department/Program Resources

The program has four teachers with a 24:1 ratio in shop for freshmen and sophomores and 12:1 ratio for juniors and seniors in both Architectural Drafting and Mechanical Drafting. Both shops are equipped with computers, printers and materials to meet the needs of the program. All the software is up-to-date with the latest release. The program budget is sufficient to pay for all necessary supplies to implement the program.

Production Work

The program does not participate in any production work but has had the opportunity to participate in in-house facilities projects and community projects. Over the past several years, in-house projects included room/space planning, sheds, graduation layouts, set designs, bike rack designs and fabrication as well as new dug-out designs for the athletic department.

Community service projects included redesigning the local baseball league's maintenance garage, New Bedford Public Works Department office redesign, designing handicap restrooms for the Boys and Girls Club and kitchen designs for a local Council on Aging. Students also designed a welcome center for Lloyd State Park and created the electrical layout for a holiday display at Clasky Common Park.

Climate in the Department/Program

Instructors and students work closely and collaboratively. Instructors spend time both before and after school providing additional instruction to students when necessary. The career and technical areas (shop) are set up like an office with both a welcoming atmosphere and a productive one, the shop is safe, and has created a gender-neutral environment.

Outside Input

The Drafting program has an active Program Advisory Committee. The Committee meets twice per year. Members consist of industry leaders in government and the private sector as well as students and parents. For Architectural Drafting, there are currently eight members and two instructors that attend meetings regularly. There are currently nine members and two instructors that regularly attend meetings of the Mechanical Drafting Advisory Committee. The committees are diverse, with representatives of various racial groups and from varying backgrounds, but lack representation by a person with disabilities. The Program Advisory Committee keeps and maintains minutes of each meeting. They are recorded, distributed and saved in the shop, with the academy supervisor, the principal/superintendent. The Program Advisory Committee has advocated heavily for the Architectural Drafting shop to improve the curriculum and obtain the necessary tools to be successful.

Computer Aided Drafting and Design / Manufacturing Commendations

Commendation

The creation and implementation of course guides for each course with a consistent format throughout the shop that sets a standard for excellence. (2.1)

Computer Aided Drafting and Design / Manufacturing Recommendations

Recommendation

Develop, implement, and store (for at least five years) relevant safety tests that are related to the industry and found in CVTE Framework Strand One. (3.6, 6.8)

Recommendation

Offer trade-related specific certifications and appropriate technical exams for students and include these trade-related certifications as part of the student portfolio requirement. (2.7, 2.10)

Mechanical Design and Engineering Technology

Narrative Program Summary

Program Basics

There are four separate Engineering shops (one for each year) located in the G & H blocks of the building, plus a related classroom in the K wing. The senior Engineering shop, located in H108, includes a CAD design classroom that was constructed during the 2016-17 school year.

Class areas are distinct involving widely different Engineering skill sets. Engineering fields covered include Introduction to Engineering Design, Principles of Engineering, Digital Electronics, Computer Integrated Manufacturing as well as Architectural/Civil Engineering. Some areas are part of the Project Lead the Way program. There is proper signage along with a clear evacuation route in case of emergency. There is a sufficient amount of lockers for the students in all areas. G106 and G109 have internal unisex restrooms for students.

There are also restrooms for the remaining three areas available in hallways within close proximity.

Student Demographics

- Rm G109 / Freshmen 32 Exploratory
- Rm G106 / Sophomores-Juniors
- Rm G137 / 21 Sophomores-25 Juniors
- Rm H108 / Seniors 30

There are 76 students enrolled in the program; the program capacity is 96. Enrollment numbers have decreased since 2017 (92) as well as 2018 (89). The curriculum was designed to be relevant to STEM fields industry, and equipment is kept current to industry standards. The majority of students enrolled are male. There are currently 62 male and 13 female students enrolled. Females make up 21 percent of the program.

Curriculum

The freshman Exploratory and Gateway to Engineering classes are taught by a freshman engineering instructor. The Introduction to Engineering Design is taught by one of the two sophomore/junior engineering instructors to sophomore students. The Introduction to Engineering Mathematics class is taught by the related instructor to the sophomore students. Computer Integrated Manufacturing/CNC programming is taught by the same sophomore/junior engineering instructor to the junior students. Principles of Engineering (POE) is taught by the related instructor to the junior students. Digital Electronics is taught by the second of sophomore/junior engineering instructors to sophomore students. Computer Integrated Manufacturing/Robotics and Automation is taught by the same sophomore/junior engineering instructor to junior students. Engineering Design Development is taught by the senior engineering instructor to the senior students. Underwater Remotely Operated Vehicles (ROV) is taught by the senior engineering instructor to the seniors students. Civil Engineering and Architecture is taught by the related instructor to the senior students.

The curriculum is aligned with the MA Frameworks and coordinated with the school's mission statement. It is updated annually through Project Lead the Way (PLTW) and with input from the Program Advisory Committee. The curriculum delivery model is organized by academies in career and technical education. It is a competency-based curriculum that sets out clear performance expectations for students. The curriculum is aligned from grade 9 through grade 12, and is reviewed regularly by teachers, administrators, and the Program Advisory Committee, which meets twice annually.

Instruction

The teachers' classroom instruction is evaluated annually, in accordance with a comprehensive evaluation system prescribed by the Massachusetts Department of Elementary and Secondary Education and adopted by the school district. Teachers set personal and student performance goals that align with school and district goals (SMART goals). Teachers in the Engineering Technology program use a combination of full class lectures, small group activities, and individual teaching techniques. Teachers provide differentiated and scaffolded instruction for students with diverse needs. Teachers are notified by the Special Education Department of the students who are on IEPs or 504 Plans. Liaisons communicate with teachers to track student progress and ensure modifications and accommodations are being met. The teachers incorporate technology into instruction and encourage students to use technology in their own work. There are enough computers in the work space for each student to have individual access as needed. Competency-based instruction is provided. Objectives are broken down by year of expected proficiency. Students' levels of proficiency for each objective are documented and retained in the students' portfolios, a graduation requirement.

Student achievement data is tracked on Aspen X2 and Google Classroom, a web-based software. Teachers use this data to gauge proficiency for individual students and whole classes. This data is then used to determine instructional material and methods moving forward. Students in lab and theory/related classes spend much of their time solving practical problems. This requires students to engage in hands-on work with tools and engines. Teachers encourage students to engage in higher-order thinking.

Each year, teachers give instruction on safety and students are required to pass safety tests. Safety tests are not kept on file in the department. By the end of the junior year, all students are expected to earn an OSHA certificate. There have been no serious injuries or accidents in the Engineering program since the program started.

- Shop G109 safety issues
 - Painter's tape covering outlets
 - Low voltage electrical cords are taped together, then to a bench
 - SDS binder is readily available and up to date
 - Some clutter
 - CA race track is in the way. "No time to put it in storage". Electrical cords for soldering irons crossing over the track.
- Shop G106 safety
 - There is a considerable amount of clutter in this room, however student work areas are relatively free of clutter.

Assessment and Credentialing

Student progress is assessed using pre and post-tests. Pre-test data is used to determine student strengths and weaknesses so teachers can design effective and appropriate instruction. Formative assessments throughout the year are used to gauge student proficiency. Teachers use Aspen X2 and Google Classroom to keep track of student competencies. Teachers keep daily grade books to track hands-on work. Written formative assessments are administered at least once per cycle. The instructors administer written and hands-on end-of-year assessments. Teachers require all students to keep engineering journals and make entries over the course of the cycle. Teachers require all students to complete an EDD Capstone Project. Teachers use this variety of assessments to inform individual and classroom-wide instruction and improve student performance. Project Lead the Way (PLTW) class content also has an end of year cumulative assessment conducted online by the PLTW organization. These grades are communicated to instructors.

Student performance is communicated to students and parents/guardians through the Aspen X2 portal, where grades can be checked daily. Progress reports are distributed a minimum of once per trimester, and report cards are given at the end of each trimester. The visiting team observed that lesson objectives were visibly posted in classrooms. In addition to the formative assessments listed above, teachers administer summative assessments at the end of each unit or project. Rubrics are used throughout the entire shop for both formative and summative

assessments. Students receive feedback through teacher observations, feedback on assessments, and the entering of grades in Aspen X2 in a timely manner. There is a school-wide make up policy that allows students the opportunity to revise and re-submit work to earn a higher grade. Students have been recognized nationally through OSHA certification and on a state-level by participation in SkillsUSA.

Student Clubs and Awards

Students have won gold medals in the state SkillsUSA competition in the areas of Robotics and Automation, Urban Search and Rescue, Mobile Robotics, Principles of Engineering, Engineering Technology, Automated Manufacturing, Additive Manufacturing, and CNC Programming. Students also won a manufacturing competition called Amp It Up!, and placed third internationally in the Marine Advanced Technology Education (MATE) and the Remotely Operated Vehicle (ROV) competition.

Student Placement

There is consistent participation in the co-operative education program, however, student opportunities for placement in the field are limited. The school has formal partnerships with seven local manufacturing companies. There are also articulation agreements with Bristol Community College, UMass Dartmouth and Project Lead the Way, which allows students who demonstrate mastery of the curriculum to earn college credits at schools affiliated with the program.

Graduation Rates

Typically, 100 percent of students in the program graduate and either enroll in post-secondary education or join the military. For example, in 2017, 95 percent of students went to college or university and the remaining 5 percent enlisted in the military.

Faculty

All five teachers are licensed in compliance with the Massachusetts Department of Elementary and Secondary Education. Teachers keep current with technology by participating in professional development in their specific content area. All have participated as advisors in the SkillsUSA competitions.

Adequacy of Program Resources

The shop area has a sizable budget to purchase and maintain up-to-date technology. The shop received a grant for \$260,000 to purchase state-of-the art machinery specific to the robotics and animation fields.

Production Work

Students are actively involved in the community by participating in projects outside the school. These include working with the Fairhaven Harbor Master/Shellfish Warden on shellfish gauge design and manufacture, the City of New Bedford Engineering Department on historical light post adapter design and manufacture, and Aerovox Corp. on EMT vest capacitor design and prototype. Students and teachers from area schools have also come to observe the shop.

Climate in the Program

Faculty and students work closely and collaboratively in the Engineering program. All students are made to feel welcome and teachers have been actively trying to recruit more females to join the program. There is a STEM For Girls Club within the school, and visits to local schools to promote the shop specifically to female students have been conducted.

Outside Input

The program has a Program Advisory Committee that meets twice per year. It is comprised of representatives from the community, including males, females, students, varying races, ethnicities, and professions. Industries represented on the Program Advisory Committee include aviation, marine research, municipalities, consumer goods and other manufacturing, and higher education.

Mechanical Design and Engineering Technology Commendations

Commendation

The teachers spend a significant amount of time with students both before and after school to provide extra help and guidance. (3.2, 5.1)

Mechanical Design and Engineering Technology Recommendations

Recommendation

Develop and implement a plan to expand the Program Advisory Committee to increase diversity, including females and individuals with disabilities, in order to gain a broader spectrum of advice. (2.8)

Recommendation

Increase storage space, as room G106 contains a large amount of electronics/parts resulting in a cluttered appearance relative to the size of the room. (7.5)

Recommendation

Offer trade-related specific certifications and appropriate technical exams for students, such as software certifications in AutoDesk Inventor, Solidworks and MasterCAM, to be in compliance with state frameworks, and include these trade-related certifications as part of the student portfolio requirement. (2.10)

Recommendation

Schedule and implement a plan for all teachers to have common planning time to support a team approach, enhance the students learning for future success and align with the mission statement and core values. (3.4, 3.5)

Recommendation

Develop and implement all necessary safety tests that are related to the industry delivery of CVTE Framework Strand One, which can be stored and archived for at least five years. (3.6)

Manufacturing / Machine Tool / Precision Machining Technology

Narrative Program Summary

Program Basics

The physical layout of the Machine Technology program consists of a large, main area for the machine shop (10,400 square feet) with three attached classrooms (5,575 square feet) along with one related classroom (1,000 square feet) in the K wing. Machines are dispersed throughout the main area with some smaller units (simulators, quality control equipment, etc.) in the classrooms. Much of the equipment needs to be updated. Several machines are older, belt-driven manual machines. Some CNC machinery was added to suit the needs of a modern industry. There are seven HAAS TL1 CNC lathes and six HAAS TM1 CNC mills. There are also four Prototroch 2OP conversational machines. There are lockers in the shop area for each student, as well as gender-neutral restrooms. There are ten computers for student use in the shop area classroom, but an additional five are needed. There are 16 computers in the related classroom. The shop is a fairly safe work environment. Walking lanes are clearly marked. Safety signage is up to date. SDS sheets are readily available on the intranet. Machine guards are in place. Students follow the dress code: work boots, safety glasses, shop shirts and non-ripped work pants/jeans, no hooded sweatshirts. The freshman teacher does general safety as well as machine safety instruction. In sophomore year, each machine is correlated with a written test. Students have to get 100 percent in order to work on the machines. Safety tests do not appear to be a school requirement, but the Machine Tool Technology program has taken steps to give specific safety tests and keep the records until graduation.

Student Demographics

It was reported that during the 2017-18 school year, there were 11 seniors, 13 juniors, 17 sophomores, and six freshmen in the Machine Technology program. Enrollment seems to be trending upward, as new programs are put in place to attract more students. The Exploratory curriculum was redesigned, with students doing CNC machining only. It was determined that this may have had a negative impact on recruitment, so the curriculum was modified again to a hybrid of manual and CNC machining, with improved results. The male to female ratio of students in the program is approximately 65:35.

Curriculum

The curriculum for Machine Technology follows the Massachusetts Chapter 74 Frameworks, as defined by the Department of Elementary and Secondary Education. There are three instructors in the shop, and one in the related classroom. Freshman students focus on proper tool use and safety, and are introduced to manual lathe operations. Sophomores learn the manual machining and are introduced to CNC machine operation. Juniors learn CNC programming and hone their skills on all they have learned. Seniors are encouraged to work in the trade during their final year. In the shop, these students work on CNC machining as well as advanced inspection, using a Coordinate Measuring Machine and advanced programming through Solidworks and MasterCAM. The instructors actively exhibit the school's core values which are Preparation, Passion, and Perseverance. The curriculum mostly follows the same written format used in all other career and technical education programs in the school. It is a competency-based curriculum that sets out clear performance expectations for students. The Program Advisory Committee meets twice annually and provides general feedback to teachers and administrators about curriculum issues, equipment, hardware and software, and industry trends. The committee also completes an annual programming review every October. There is no evidence of formal discussions with administration relating to the program review. The Program Advisory Committee is actively engaged with the program. Recommendations are made, however there is no clear evidence of action taken on recommendations made by the PAC. Teachers are not involved in the budgeting process for the following school year.

Instruction

Teachers' instructional practices are evaluated regularly, through walk-throughs by administrative teams, formal and informal observations by administrators, and through review of lesson plans. Teachers use a combination of lecture, small group, and individual teaching techniques. Work is hands-on in the shop area and various lectures and instructional work on the computers are used in the classroom. Lessons are student-centered and adapted to meet the needs of individual learners. Teachers regularly work one-on-one with students who are struggling with new concepts. When necessary, the lessons are chunked into manageable learning objectives. Teachers circulate between student pairs in the shop and give assistance where needed as the students are setting up machines. Computers are prevalent in the shop and classroom for instruction purposes, and a very large percentage of the work in the program is computer-based. Curriculum from the academic areas is incorporated into the shop area when students are producing write-ups for their portfolio.

The Machine Technology curriculum is competency-based. Students are challenged on a daily basis as to how to perform their duties and complete projects which they are working on. The visiting team observed that students are constantly being engaged and challenged to think for themselves with an emphasis on self-reliance and working in small teams. Teachers follow IEPs and 504 Plans to the extent that they are written, providing modification and accommodations as defined and needed. The safety curriculum is based on the unit being taught. There are classroom rules which are covered by both shop and classroom instructors. There is additional safety test for each piece of equipment. Teachers use student achievement data from written and practical assessments to inform instruction and improve instructional practices. Teachers also give out teacher assessment questionnaires at the end of the trimester to gain student feedback. Stringent safety guidelines are taught and put into effect because of the nature of the shop.

Assessment and Credentialing

The program assesses student progress with hands-on performance-based assessments and recorded in the school-wide database. The assessments results are communicated to students and parents/guardians through grading rubrics. The Aspen X2 parent portal is the main means for communicating results to parents/guardians and students; this is augmented by trimester progress reports and report cards, and phone calls when needed. Cycle lesson plans, blueprints, and objectives are posted on the board. Teachers utilize written and practical exams to assess student progress. Rubrics are used for all assessments, and feedback is on-going. Students can use the rubric to better understand what they can do to improve and achieve higher competency. Students in the shop are also responsible for creating inspection reports for each part they make. Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving student learning. District Determined Measures (DDMs) are used by teachers and administrators to assess student learning and improve instructional practices in the school. There are no state or national industry-recognized credentials for Machine Technology. The program adequately prepares students to meet the needs of a future employer, but the industry does not require licensure or certification.

Student Clubs and Awards

Six students in the program are involved in SkillsUSA, and have won a range of medals in district and state competitions.

Student Placement

It was reported that seven of the 11 members of the Class of 2018 worked on co-op, in machine-based industries. Many opportunities come as a result of relationships with the Program Advisory Board members. Students are predominantly hired as machine operators in local job shops, making medical devices and aerospace components. There is an articulation agreement with Bristol Community College.

Graduation Rates

Graduates of the Advanced Machine Technology 2018 program are currently being tracked. In the years 2015-2017, there were 30 graduates from the program. 60 percent went on the higher education, 20 percent are employed in a related industry, 13 percent are employed in a non-related industry, and 7 percent joined the military. Of the 14 graduates in the class of 2017, 71 percent went on to higher education and 14 percent are employed in a related industry.

Faculty

The instructors in this technical program take classes and software training outside of school for professional development to meet to their teacher responsibilities. Instructors have taken Mastercam classes during the 2018/2019 year. All instructors hold a Chapter 74 license to teach Machine Tool Technology.

Adequacy of Department/Program Resources

Much of the equipment in the shop does not meet the needs of an evolving workforce, particularly for freshmen. The current equipment is outdated. For example, the freshman shop area uses old, flat-belt pulley drive Southbend lathes and older, manual vertical mills. CNC lathes and CNC mills on hand are in almost-new condition. There are no CNC lathes with automatic tool change or live spindle capability. There are no CNC mills with 4-axis or 5-axis capability. Tooling for the CNC machines is in short supply. The optical comparator has limited use due to its size.

Production Work

This program does not provide any production work for the community.

Climate in the Department/Program

The climate in the Machine Technology program is very positive, as the students are excited about what they are learning. There is a welcoming, all-inclusive, collaborative atmosphere, with no evidence of bullying or harassing language. The climate is gender-neutral. The visiting team observed that the teachers clearly care for their students. Students trust the teachers to help them when needed.

Outside Input

The Machine Technology Program Advisory Committee meets twice per year. The groups represented on the committee include members of business and industry, students, parents, and teachers. These members are from the machine-based industries which are hiring GNBVRT students on co-operative education placement and they are aware of the latest trends in the industry. The Program Advisory Committee is very instrumental in offering suggestions on how to meet present industry standards.

Manufacturing / Machine Tool / Precision Machining Technology Commendations

Commendation

The instructors for creating a safe and interesting learning environment for students of all grade levels, considering the amount of outdated machinery. (5.1)

Commendation

The instructors' commitment and dedication to safety testing that exceeds school's requirements (3.6)

Manufacturing / Machine Tool / Precision Machining Technology Recommendations

Recommendation

Acquire a 4-axis CNC mill in order to allow advanced students to acquire skills necessary for employment in the industries served by the Machine Tool Technology program and to be aligned with the newest frameworks for Machine Tool Technology (Advanced Manufacturing Technology) when released. (7.2)

Recommendation

Acquire a 5-axis CNC mill in order to allow advanced students to acquire skills necessary for employment in the industries served by the Machine Tool Technology program and to be in alignment with the newest frameworks for Machine Tool Technology (Advanced Manufacturing Technology) when released. (7.2)

Recommendation

Secure the funds to purchase a CNC Mill/Turn machine. This will allow advanced students to acquire skills necessary for employment in the industries served by the Machine Tool Technology program. This will also help GNBVRT to stay aligned with the newest frameworks for Machine Tool Technology (Advanced Manufacturing Technology) when released. (7.2)

Recommendation

Secure a digital height gage. This will allow students to acquire skills necessary for employment in the industries served by the Machine Tool Technology program. This will also help GNBVRT to stay aligned with the newest frameworks for Machine Tool Technology (Advanced Manufacturing Technology) when released. (7.2)

Recommendation

Secure a new optical comparator. This will allow students to acquire skills necessary for employment in the industries served by the Machine Tool Technology program. This will also help GNBVRT to stay aligned with the newest frameworks for Machine Tool Technology (Advanced Manufacturing Technology) when released. (7.2)

Recommendation

Develop and implement a plan for all machine teachers to have common planning time to support a team approach and plan creative, quality, and enriching lessons that enhance the students' learning for future success and align with the mission statement and core values. (3.1, 3.3, 3.4)

Recommendation

Allow the faculty to have input to the budget process. (7.4)

Welding / Metal Fabrication and Joining

Narrative Program Summary

Program Basics

The Metal Fabrication program is located on the first floor of the E block. The program is run by three licensed instructors, two in the shop and one in the related classroom. There is also a full-time teaching assistant. The shop just recently shifted focus from sheet metal ductwork to welding and fabrication. The shop is a large, open area with the majority of the machines located in the middle of the shop with welding booths alongside the walls. The welding booths appear to have adequate ventilation. There are two large overhead doors located in the rear of the shop. The shop is equipped with an overhead bridge style crane for material handling. The visiting team observed no obvious health issues. The inability of the instructors to have an unobstructed view of the entire shop and classrooms should be addressed. The exits were clearly marked. There is a locker room and two restrooms located inside the shop. There is also a classroom located inside the shop where there are ten student computers. There is a storage room located inside the shop where welding supplies and consumables are stored. The overall appearance of the shop was clean and organized but the visiting team determined that the lighting seemed a bit dim.

Student Demographics

There are 43 students currently enrolled in the Metal Fabrication and Joining program. The program capacity is 45. The majority of students in this program are male, 34 males to 9 females.

Curriculum

One instructor teaches freshman and sophomores and the other teaches juniors and seniors. The related teacher instructs all grades in the related classroom. The teaching assistant assists both instructors in the shop. One shop instructor focuses primarily on the welding processes and the other on fabrication, with a considerable amount of overlap. The curriculum is based on the Massachusetts State Frameworks. The Metal Fabrication and Joining safety program consists of instructor demonstrations followed by written safety tests for each piece of equipment. A student must score 100% on the test in order to use a piece of equipment. The safety tests are kept on file within the shop. The visiting team had the opportunity to review some of the lesson plans and grading rubrics. In shop, students are required to fill out a daily "timesheet" which is basically a summation of what they did that day. The related instructor teaches the science of welding, blueprint reading, and shop mathematics. In related, the students have the ability to use AutoCAD to create simple technical drawings and DXF files to be used on their CNC plasma cutter.

Instruction

While observing instruction, the students were being taught verbally and with a demonstration. The instructor would demonstrate the lesson and then allow students to perform the exercise under light supervision. The instructor observed the students and would interject when he felt it was necessary. Students are encouraged to help and teach one another. The students were engaged in the instruction and the instructor was frequently checking to make sure each student had an understanding of the subject matter. The visiting team observed that the instructors put great significance on teaching and demonstrating soft skills such as: work ethic, communication, problem-solving and interpersonal skills.

Assessment & Credentialing

Most assessments are performance-based. In most cases, students are not allowed to move on to the next task until the previous task is successfully completed. Lesson objectives are given to the students on their daily job sheets. The range of assessments include daily grades that include behavior and performance, portfolio grades, notebook grades, assignment grades, and pre- and post-test grades that are both formative and summative. We observed the use of several different rubrics that tie into each competency that the student performs. These include grading rubrics for projects, notebooks, and portfolios. There are several certificates offered for various welding processes. The student performs the actual testing on their weld coupon and then it is inspected and stamped by a certified welding inspector (CWI). One of the instructors holds a CWI license. All students are trained in OSHA 10 and receive their OSHA card by senior year.

Students Clubs and Awards

Students in the program participate in SkillsUSA district and state-level competitions. Some have participated in the Fall Leadership Conference. Students compete in shop competitions to qualify for district and state SkillsUSA competitions. In 2017-2018, one student earned a bronze medal in the district competition. Students participate in fundraisers and after school activities, including Welders Night. Students have the opportunity to become members of the American Welding Society (AWS).

Student Placement

Beginning in the junior year after Christmas, students are eligible to go out on co-operative education placement and stay there throughout their senior year if they maintain at least a 70 average in all classes. Currently, there is one student who participates in the co-op program and only four students who are eligible. The 6-day cycle may be challenging for businesses with regard to the co-operative education placement program. Currently, there are no articulation agreements between the school and institutions of higher education.

Graduation Rates

Graduates from this program are tracked. In the years 2007-2015, there were 167 graduates from this program. 25% (45 students) went on to higher education. 17% (27 students) are employed in a related industry. 11% (19 students) are employed in a non-related industry. 4% (seven students) joined a military branch. Of the graduating class of 2016, four students went on to higher education and two students are employed in a related industry.

Faculty

Instructors in this program keep up-to-date with the industry trends by attending conferences and trade shows, visiting local businesses and attending instructors' institutes. Some of the instructors run their own welding businesses or do related work part-time.

Adequacy of Program Resources

Instructors in this program generally feel that they have adequate resources. There was an expressed interest in extending the shop to meet the exterior wall of the collision shop. This extension is warranted with expectations of the new Marine and Aviation programs that are being added soon. It is believed that these new programs will generate more production work for the Metal Fabrication and Joining program and therefore, more space would be required. Instructors currently store their raw materials inside the shop and these materials take up a considerable amount of room. This program just received a grant for \$300,000. The visiting team learned that they are in the process of purchasing a CNC plasma, vertical band saw, and half a dozen welding machines with the grant money.

Production Work

This program performs a fair amount of production work, at minimum, two projects every cycle each year. These projects are mostly school projects and repairs and some projects are performed for sending communities. These projects are unique and provide valuable, real-world experience for the students. Projects for the community are typically billed for materials only and the money received goes back into the program's budget.

Climate in the Program

The visiting team determined that the instructors in the program seem to work well together. The instructors seem to communicate with each other and can speak honestly without worrying about hurting each other's feelings. The students were working well together and appeared comfortable interacting with the instructors.

Outside Input

This program receives most of its outside input through its Program Advisory Committee. The instructors are working to reflect more diversity on the committee. The meeting minutes were complete, and it appears that action was taken on the recommendations.

Welding / Metal Fabrication and Joining Recommendations

Recommendation

Dismantle the elevated area where the teacher's desk and file cabinets are currently located in order to provide an unobstructed view of the entire shop, classroom and tool area and to provide for better movement throughout the shop

Recommendation

Develop and implement a plan to improve co-operative education placement and internships in industry in order to provide students with authentic work experiences. (2.10)

Recommendation

Develop and implement a Hot Works training program.

Recommendation

Move raw materials to a storage location in order to minimize clutter and still have the materials easily accessible.

Recommendation

Research and secure articulation agreements with post-secondary institutions that offer welding courses in order to provide students with additional educational opportunities. (2.4)

Recommendation

Upgrade the lighting in the Welding/Metal Fabrication shop.

Recommendation

Schedule common planning time so teachers can collaborate to ensure quality curriculum, instruction, and assessment for all students. (3.3)

Police Science / Law Enforcement

Narrative Program Summary

Program Basics

The Legal and Protective program provides a variety of career paths under this vocational major. The students cover a range of subjects such as police, courts, and emergency management. FEMA certifications are obtained. The program has four classrooms, one being a related classroom. Two of the classrooms and related classroom are located on the third floor. The freshman Exploratory teacher and lab classroom is on floor two. There were no safety or health issues in any of the classrooms. The area inside classrooms was clean, and students help maintain that daily by expectations that were on the wall. There were clearly marked exit signs and the evacuation route was clear. Lockers and restrooms are outside of the classroom. They have 16 computers in classroom B-326.

Student Demographics

There are 89 students enrolled in Legal Protective, 23 are male and 66 female. The numbers have doubled over the last ten years. The trends of females in this field have grown due to the amount of careers that are offered and making them feel comfortable in an engaging classroom. They also have two ELL students. They did go from the # 1 chosen shop and have dropped dramatically in the last year. Two teachers in the department switched from Exploratory to related which may explain the drop in numbers in the program with the teachers getting situated in their new curriculum and classrooms.

Curriculum The curriculum is comprised of topics that are broken into sections per grade by the three instructors in 10th, 11th, and 12th grades. The fourth instructor, teaches the freshman Exploratory class. The foundations are taught in grade 10 which include Constitutional Law, Emergency Management, Ethics, White Collar Crime and Crimes Against Morality. Grade 11- Criminal Investigation. The curriculum used is called the Administration of Justice. It is aligned with core values of the school. The curriculum helps provide students with the knowledge for their careers whether it is entering the workforce, the military or continuing on to college for an advanced education. They also participate in multiple opportunities for practical, hands-on experiences. Students understood what they were expected to perform on a daily basis such as to be in uniform, physical abilities, and related classroom. The curriculum is competency-based and is aligned from grade 9 through grade 12.

Instruction

All classrooms have a Smartboard for presentations and class lectures. Technology is integrated into the instruction. 10th grade students were working on FEMA certifications on-line which they will complete 17 throughout the year. The 12th grade curriculum is 100 percent employability training through internship and cooperative education placement. The lesson objectives were clearly stated on the board and were aligned with Bloom's Taxonomy. Classroom management strategies were noticeable and students were always kept on task. The instructors do make accommodations for students on IEP's or 504 plans when making lesson plans. Teachers use pre- and post-tests. The curriculum is reviewed on a continuing basis. Revisions were made to the 2018 to the syllabus as the Exploratory teacher moved to the related classroom.

Assessment and Credentialing

The Legal and Protective students are assessed in a variety of ways. Test quizzes, classroom projects, portfolios, work samples, class participation, and hands-on activities are all used to assess students. Instructors use both formative and summative assessments. They also track internship evaluations. All grades are logged in to Aspen X2 grading system and are available for students and parents/guardians to view. They also make phone calls and set up meetings for better communication with parents/guardians. They have also established a Google classroom to share information. SDS sheets are located in a binder in the classroom.

Students in this program have the opportunity to earn over 30 certifications from 9th to 12th grade. A few examples are CPR, AED, First Aid, ICS, CERT, State 911, and NIMS 700. Rubrics are used on some assessments. Students are checked to see if they master the curriculum through competencies and grading performance objectives.

Student Clubs and Awards

The LPS students are involved in many clubs. Several students hold positions in student government as class officers including the class president. They also participate in the school's mentoring program as student mentors. Several students are on National Honor Society and are qualified for the Dean's List Award and Renaissance Award for Academic Achievement. They also started a Law Society Club for the school, but is currently looking for a new advisor. They also participate in SkillsUSA in several different competitions.

Student Placement

Examples of placement include the local police, courts, fire, youth sheriff's department, and City Hall. 36 students are currently placed. 12th grade includes the EMT certification program. The school-industry partnerships are very impressive. The Legal and Protective Service program currently does not have any articulation agreements with higher education.

Graduation Rates

100 percent of all students in the LPS program will graduate high school. In addition, almost 98 percent will go on to be accepted in the military or enrolled and accepted into area colleges. 90 percent of students from the 2018 class are majoring in the protective services area.

Faculty

The instructors keep up to date with professional development during the year and are highly qualified for this program. They demonstrate professional leadership in several ways. They are advisors for Law Society, SkillsUSA, and the Non-Traditional Club. All of the instructors work with many outside agencies to benefit the community.

Adequacy of Program Resources

The program does appear to have insufficient resources due to advancements in technology. They could use more space and technology. For example, a virtual reality simulator should be added to be consistent with current practices. All current equipment is working properly. The visiting team learned that the budget is not large enough to implement the curriculum and more classroom space needed.

Production Work

The program runs safety events, including Child Identification Kits for families.

Climate in the Program

The climate in the program appears to be excellent. The students are friendly and excited to be in the program. The visiting team observed a welcoming and all inclusive atmosphere. There appears to be good collaboration with teachers working together to enhance the program. It was noted that one issue does affect the climate of the program and that is the fact that the Exploratory lab is on a different floor from the other classrooms which makes it difficult to stay in sync with the fourth instructor for scheduling and collaboration.

Outside Input

The program has an impressive Program Advisory Committee which meets two times a year. The school resource office is the chair. The team is made up of several representatives from the law enforcement community. After reviewing the meeting minutes of the committee, the visiting team noted that it does have a positive impact upon improvement. They have met all criteria of representatives on the team. It was also noted that the PAC recommendations do not always get addressed. An example would be the recommendation that more classroom space be made available for hands-on instruction. This has been a recommendation for years.

Police Science / Law Enforcement Commendations

Commendation

The LPS students for obtaining certifications in CPR, FEMA, 911, CERT, NIMS/ICS. (5.1, 5.9, 7.5)

Police Science / Law Enforcement Recommendations

Recommendation

Obtain additional classroom space for instruction and the storage of equipment. (7.5)

Recommendation

Update the technology for this program to make it current and in-line with changing needs in order to to stay consistent with current practices for this field. (7.1. 7.2)

Automotive Collision Repair and Refinishing

Narrative Program Summary

Program Basics

The Automotive Collision Repair and Refinishing program is located in the D wing of the school's first floor, in room D108. The related classroom is located in K201. The shop area measures 60' x 120', and there are five designated areas: the main shop area, a paint mixing room, tool crib, teacher office, and a men's restroom. The machines are located in the main shop area.

All instructional areas have proper signage and clear evacuation routes. Sixty student lockers are in the shop area. Ten computers are available for student use, but only nine are in working order. The overall appearance to visitors is acceptable.

Student Demographics

There are 15 available seats for freshmen; in 2019, there were 12 sophomores enrolled. In the same year, there were eight juniors, and ten seniors in the program, for a total of 30 students.

Trends in enrollment have been fairly consistent over the past four years. Enrollment of females has increased over the past few years, and the current population is approximately 80 percent male and 20 percent female.

Curriculum

The Auto Collision Repair Technology program follows DESE-approved Chapter 74 Frameworks for Collision Repair. Additional instructional resources come from I-CAR and the Auto Repair and Collision texts. It is a competency-based curriculum that sets clear expectations for students. All teachers in the program produce unit lesson plans, and the curriculum is aligned for grades 9 through 12. The curriculum is reviewed each fall and spring by instructors, administrators, and the Program Advisory Committee.

Instruction

Teacher evaluations are completed according to the state standards. There are walk-throughs on a daily basis; at least three informal observations per year, one formal evaluation per year for teachers with non-professional status, and one formal summative evaluation every two years for teachers with professional status.

Students receive one-on-one instruction and group instruction through pre-written lesson plans, lectures, demonstrations in a lab and classroom setting. Students are encouraged to stay after school to get extra help, make up work and do extra projects.

Assessment and Credentialing

The program assesses student progress with hands-on performance-based assessments and recorded in the school-wide database. The assessment results are communicated to students and parents/guardians through grading rubrics. The Aspen X2 parent portal is the main means for communicating results to parents/guardians and students; this is augmented by trimester progress reports and report cards.

There is a daily agenda in class, with cycle lesson plans and objectives posted in multiple locations. Teachers utilize written and practical exams to assess student progress. Rubrics are used for the final exam and project-based learning. Students can use the rubrics to understand what they can do to improve and achieve higher competency.

Teachers regularly use formative assessment to inform and adapt their instruction for the purpose of improving

student learning. A review of technical terms is conducted before the students can complete the hands-on portion of the lesson, which demonstrates the skills the students have learned that day. District Determined Measures (DDMs) are used by teachers and administrators to assess student learning and improve instructional practices in the school.

Students are not tested using national industry-recognized credentials. Currently the program does not test students to pass I-CAR or ASE exams.

The program adequately prepares students to meet the needs of a future employer, but the industry does not require licensure or certification.

Student Clubs and Awards

Twenty-five percent of the students are involved in SkillsUSA, the Honor Society, and the Student Mentoring Program. Students have won a range of medals in SkillsUSA competitions including three at the national level and several at the state level.

Student Placement

Records show that thirty percent of the Class of 2018 was on co-op during their senior year, working in collision repair shops in the local area. There is an articulation agreement with New England Tech.

Graduation Rates

Over the past eight years, there has been a total of 80 graduates. Of these, 25 pursued additional education, 24 were employed in a related field, eight were employed in a non-related field, and four joined the military. Post-secondary surveys were not available for 18 students, and one graduate was reported as unemployed.

Faculty

The instructors in this technical program are required to have 20 hours per year of Professional Development in order to maintain their NATEF certifications. Instructors are responsible for seeking out the required hours of professional development to meet their teacher responsibilities. One instructor serves as lead teacher for the Collision Repair Technology program and advises the SkillsUSA program, and all teachers are active members of the Program Advisory Committee.

Adequacy of Department /Program Resources

The program has three teachers. The Collision Repair shop is equipped with machinery and supplies to meet the needs of the program, but up-to-date equipment is needed to meet the needs of an evolving workforce. There are computers but updates and repairs need to be made.

Some essential resources that are missing include a frame measuring system, a ventilation system, and a female restroom.

The program has sufficient funds to meet current needs, but to grow the program, additional funds are needed. For example, increased resources could be allocated to provide individual safety equipment (PPE).

Production Work

The Collision Repair shop does production work for the community, school/center, and outside programs. The number of jobs varies; the program may service 40-70 cars per year, depending on the nature of the repair. Currently, the program is working on the radar trap system for the Town of Fairhaven. There have also been repairs to vehicles for the Bristol County Sheriff's Office in Dartmouth. The program also services vehicles for community residents on a regular basis.

Climate in the Department / Program

The visiting team observed that the staff work collaboratively to provide a positive culture, climate, and atmosphere. Teachers encourage non-traditional students to enroll in the program. Collision Repair is a collaborative environment. There is no evidence of harassing language or behavior. The team observed a gender-neutral environment. Teachers model good behavior, professionalism, safety, and pride in workmanship. Teachers address and correct any problems as they arise.

Outside Input

The Collision Repair Technology program has a Program Advisory Committee that meets twice per year. The groups represented on the Committee include ten members of business and industry, one student, one parent, and three teachers. There is one female serving on the PAC. Review of past minutes reflect that up-dating of equipment and the purchase of new equipment have been discussed.

Automotive Collision Repair and Refinishing Commendations

Commendation

The instructors spend a significant amount of time with students after school to provide extra help and to personalize instruction. (3.2)

Commendation

The large, open layout of the learning space with proper controlled engineering. (7.5)

Automotive Collision Repair and Refinishing Recommendations

Recommendation

Replace the current downdraft spray booth with one that is more efficient, has the improved capacity to better dry water-based refinishing materials, and is more dependable. (7.2)

Automotive Technology

Narrative Program Summary

Program Basics

The Automotive Technology program is located in the southeast corner of the building, behind the cafeteria on the first level. The program uses two classrooms (D105 and D106), one office and an approximately 17,158 sq. ft. garage/shop area. Upon entering the shop, the academy supervisor's office and two classrooms are located on the right. The garage is adjacent and a work area to the left and is used to work on power trains. Most machines are located on the outside perimeter of the main work space/garage area.

The visiting team observed that the shop area is extremely clean, with no obvious safety or health issues. Safety lines are painted on the floor, and signage indicates the location of fire extinguishers, emergency numbers, master emergency shutoff, eyewash stations, and Safety Data Sheets. Each room has evacuation maps. There are no obstacles to evacuation routes or egresses. There is a new tool crib built for specific instruction.

A total of 120 student lockers are located in front of the office, and an additional 40 student lockers are within shop area. There are no restrooms in shop area, but two gender-neutral restrooms are located in the hallway. Students have access to five computers in D105, nine in D106, and three in the shop. There are also eight individual carts with a computer on each cart. The shop has only one functioning printer that students and teachers share. Overall, the Automotive Technology program space looks like a professional automotive shop that is extremely clean and well-maintained.

Student Demographics

Enrollment in the program has remained stable over the past years. In 2019, the program included 40 seniors, 28 juniors, 33 sophomores and 38 freshmen. Interest in the program may be declining as new programs are being added at GNBVRT; this also seems to follow market trends. The ratio of male to female students is approximately 7:3, though more females are enrolling now than in the past. This may be due to the fact that, in general, more females are choosing to pursue vocational-technical education.

Curriculum

The curriculum is purposefully designed to ensure that all students engage in experiential learning in a technical setting. Students are encouraged to become self-directed learners through the skills they developed in their technical area. These skills are founded on the curriculum frameworks from DESE and NATEF and are based on industry standards.

Freshmen are taught Intro to Automotive Technology, safety, tool usage, and component identification. Sophomores are instructed in drive line repair and basic electricity. Juniors are instructed in brakes, steering and suspension, and engine repair. Seniors learn about electronic engine controls, heating, a/c, and drivability diagnostics. Juniors and seniors also have related classes during the academic cycle.

The curriculum is aligned with the school's core values. The theory instruction that students receive in their related classes sets the foundation that allows them to go into the shop and perform live work (Preparation). The shop work that students engage in on a daily basis shows both Passion and Perseverance by the students. Instructors will often allow students to self-explore different ways to complete different tasks and this allows students to receive a level of satisfaction and pride in their accomplishment.

The curriculum is formatted so that students first learn the theory of operation, then complete hands-on competencies to show mastery of each subject. Before students graduate, they are expected to have mastered 80 percent of the curriculum. Each instructor is responsible for teaching a specific set of skills and competencies, which provides a scaffold for the following year's instruction and ultimately, graduation. The curriculum is aligned from grades 9-12, and is reviewed by the Program Advisory Committee members at least twice per year.

Instruction

All Automotive Technology students receive personalized and differentiated instruction and regular feedback. The teachers in the program work directly with support services to ensure all students are able to learn to high standards. This includes modification of curriculum, assignments, and assessments. Students are assessed in many ways, including written and performance assessments. Assessments are based on related and technical classes. Assessment results are evaluated and areas of strength and weaknesses are identified.

Throughout the program, students use the latest equipment in the automotive industry. On a regular basis, students can be observed using scan tools, recycling machines, multi-meters, the alignment machine, tire balancer, leak detection machine and many more. Students also use computers to research various procedures, specifications, and capacities. Students use critical thinking to determine and diagnose automotive problems and develop repair solutions throughout the day. Related instruction is coordinated between the related teacher and the shop teacher to improve students' grasp of subject matter. Each student has a master competency profile that they must complete throughout their four years in the program.

The visiting team learned that differentiated instruction is integrated in the program. All IEPs and 504 plans are consulted; when necessary, an ELL or a Special Services teacher works with the student and teacher so that the student can be successful. Lessons and/or curriculum are modified when necessary to meet the needs of the student. Adaptable equipment is provided for students with physical limitations, and one-on-one assistance is provided for some students. In some cases, students are provided with additional time to complete their work.

Classroom management strategies revolve around work-based expectations; these are upheld to ensure that students can be successful after graduation.

District-determined measures (DDMs) are used, through pre-tests, to inform instruction. Students are pre-tested for automotive knowledge (content and skill), and are observed and critiqued daily. Self-evaluations and course evaluations are administered, and at the end of the year, students complete an anonymous course evaluation so instructors can determine what areas of instruction can be improved.

Safety instruction and training is completed at the beginning of every year. Students are instructed on safety procedures and equipment, and to follow safety measures for every procedure on a daily basis. Safety data sheets are reviewed. Students are also tested on this knowledge.

Teachers are evaluated through regular observation and follow-up feedback. Professional-status teachers get a minimum of three unannounced visits and one sit-down meeting every two years. Non-professional teachers get at least three unannounced visits and one sit-down meeting every year.

Assessment & Credentialing

Teachers assess student progress by examining competency profiles each cycle. Students receive a daily grade for performance and behavior. Assessment results are communicated to students and parents/guardians through progress reports, the Aspen X2 parent portal, report cards, and discussions at Open House.

Lesson objectives are posted daily for the students and their assigned jobs. Formative assessment are administered through direct observation and feedback. Book work assignments accompany the lessons and these are used as both formative and summative assessments. A task checklist is used for assessing the completion of each job. Each student's workbook has job sheets that incorporate rubrics.

Direct observation and feedback are provided daily in relation to each student's defined task. Instructors check-in with students on an on-going basis and provide cumulative feedback at the end of each day.

Students in the Automotive Technology program have the opportunity to earn a variety of credentials. Students get certified in Valvoline for oil changes, and in Snap-On Multimeter Usage. They also participate in Safety and Pollution Prevention Training and receive a certificate. By the end of senior year, students are prepared to take their ASE certifications after graduation.

Student Clubs

Students are members of the Artisan Motor Club, SkillsUSA, and students participate in Massachusetts Dealers Association activities. These clubs offer students the opportunity to participate in important after school activities.

Student Placement

There are currently six students participating in co-operative education program at various related businesses including Toyota of Dartmouth, Meineke, Colonial South Chevrolet, Correia's Auto, and Colonial Honda. Students are working in the automotive department performing various tasks and as service writers. GNBVRT has articulation agreements with Ben Franklin Institute of Technology, the University of Northwestern Ohio, Universal Technical Institute, and New England Institute of Technology.

Graduation Rates

In 2019, 36 percent of graduates from the Automotive Technology program went on to post-secondary institutions, 16 percent were employed directly into the automotive industry, and 32 percent went to work in other industries.

In the Class of 2018, 60 percent of graduates from the Automotive Technology program went on to post-secondary institutions, 20 percent were employed directly into the automotive industry, and 20 percent went to work in other industries.

2016, 69 percent of graduates from the Automotive Technology program went on to post-secondary institutions, 8 percent were employed directly into the automotive industry, and 8 percent went to work in other industries.

2015, 74 percent of graduates from the Automotive Technology program went on to post-secondary institutions, 10 percent were employed directly into the automotive industry, and 10 percent went to work in other industries.

2014, 70 percent of graduates from the Automotive Technology program went on to post-secondary institutions, 16 percent were employed directly into the automotive industry, and 6 percent went to work in other industries.

2013, 63 percent of graduates from the Automotive Technology program went on to post-secondary institutions, 20 percent were employed directly into the automotive industry, and 10 percent went to work in other industries.

Faculty

Instructors are required to perform 20 hours of professional development per year. Many of the instructors work at automotive dealerships in the summer as well, which allows them to stay abreast of industry changes and trends. All instructors are ASE certified, some coach school sports, are club advisors, and are SkillsUSA advisors.

Adequacy of Department/Program Resources

While the program has some of the latest automotive equipment, including a balancer and new alignment machine, the visiting team learned that there is a need for properly-functioning computers at each workstation. One printer is not compatible with the computer and the instructors have been unable to get the correct ink cartridge for another printer.

Production Work

Students in the program service over one thousand vehicles per year. Services include simple jobs such as oil changes as well as more difficult jobs concerning engines, computers, etc. Community members and teachers are served. The program also services GNBVRT school vehicles.

Climate in the Department/Program

The visiting team observed that the instructors get along very well with each other and work collaboratively with the interest of the students in mind. Teachers and students are mindful that the automotive field requires more female workers. Therefore, the instructors encourage females to excel in the trade. An inclusive and welcoming atmosphere is very evident.

Outside Input

The Automotive Technology Program Advisory Committee meets formally twice per year. In addition, committee members visit the shop periodically to compare the operation with that of area shops and dealerships. The program's relationship with the Program Advisory Committee has been determined to be very valuable because the recommendations for equipment have come directly from them.

Automotive Technology Commendations

Commendation

The large, organized, clean, professionally presented shop environment that provides a safe and exciting learning opportunity for all students to learn automotive disciplines. (7.5)

Automotive Technology Recommendations

Recommendation

Mitigate the sound of the computer server located in the shop's classroom space, which creates a lot of noise and is a constant distraction. (7.5)

Recommendation

Secure dependable and reliable computers and printers to be utilized in the shop environment for student instruction. (7.1)

Diesel/Heavy Equipment

Narrative Program Summary

Program Basics

The Diesel Service Technology program consists of three shop areas and one classroom. Shop areas are clean and organized according to industry standards and proper signage is viewable. Students are assigned shop lockers that are located in D101A, E159 and E165. The visiting team observed a shop that is professionally run with students being directly involved in repairs and with customers.

The Diesel Service Technology program is located rooms D101A, E159, E165, and K201. This space includes three shop areas and one classroom. The freshman shop is D101A, the sophomores and seniors share shop space in E159, and the junior shop is E165. Equipment/Trainers are located in E159, E165 and D101A. The dedicated related room is in K201.

The shop area is organized and clean according to general industry standards, but there are safety and health issues that need to be addressed. The entrance and exit door in the rear of shop E159 is inoperable, and both new overhead doors leak with heavy rains. The exhaust system is inoperable and falling apart, and the heating system does not keep the shop at a reasonable temperature.

Shops and related areas are designated by proper signage, including evacuation routes.

Each student is assigned a shop locker located in E159, E165 and D101A. Students in the Diesel Service Technology program use gender-neutral restrooms located in the E building hallway. There are no computers in the shop, and eight computers in the K201 related classroom, which serves an average of 14 students per class.

Student Demographics

There was a total of 44 students in the program between 2017- 2019. 30 males and 14 females. Enrollment had decreased in recent years, but in 2017-18, freshman overall picks were high with the Diesel Service Technology program being rated above target. All sixteen available seats were filled with first and second picks. The instructors are very proud of this accomplishment and the visiting team agrees.

Curriculum

The Diesel Service Technology curriculum is aligned with the state Vocational Technical Education Framework - Transportation Cluster Diesel Technology.

Grade 9 - Freshman Exploratory, Grade 10 - Applied Math; Introduction to Diesel Theory, Grade 10 - Introduction to Electrical Mathematics; Diesel Services & Grade 12 - Advanced Diesel Services; Employability and Financial Planning

Student progress is tracked through competency charts, kept on a shared drive, and stored until the student graduates.

Diesel Service Technology is vertically aligned and is reviewed multiple times a year through professional development, Program Advisory Committees, competency chart review, student feedback and DDM results.

Lesson plans are posted on a bulletin board in the shop and performance expectations are listed on the competency charts. This system is used school-wide from the frameworks to crosswalks to competency checklists to course guides. The curriculum is aligned from grade 9 through grade 12. The Diesel Service Technology instructors work on aligning the course guides for grades 9 through 12 to follow an ascending order and practical order of complexity. The curriculum is reviewed multiple times per year as a result of professional development, Program Advisory Committee meetings, reviewing the competency charts, student feedback, and DDM results.

Instruction

Teacher evaluations are formal and informal through planned and unplanned walk-throughs by the administration. In addition, students complete anonymous questionnaires that address teaching and the curriculum.

Students experience learning in the shop through hands-on and interactive learning methods. Shop preparation sheets, lesson plans and objectives are posted for students as well as verbal cues by the instructor.

Due to the nature of the curriculum, students receive one-on-one instruction and utilize industry related technology. Student work is done independently and in groups and students complete competency profiles that are tracked.

Safety instruction and testing is provided through Safety and Pollution Prevention Training (SP/2 online safety course). Instructors are able to track the students through this site and students receive completion certifications for each subject area. There is hands-on instruction during shop with sign-off sheets for all hand tools, power/electric/air operated tools, and equipment. Students are required to receive 100 percent on a written safety test prior to working in their shop area.

Assessment and Credentialing

Teachers utilize competency charts, student feedback, and DDMs to assess students. Throughout the year, this assessment data is disaggregated in professional development settings and Program Advisory Committee meetings, to inform instruction. Teachers also review competency charts, student feedback, and DDM results to help guide possible changes to curriculum and instruction.

Communicating with students and parents/guardians is done in a variety of ways, including teacher/student conferences in related and shop cycles, parent/guardian conferences, report cards, cycle reports, and progress reports. The school also utilizes an on-line grade book system that provides parents/guardians access to their student's grades.

Related lessons are clearly stated with objectives and are handed out to each student at the start of the cycle. Students will receive information on all instructional aids, materials, or tools needed for the lesson(s). Learning styles that the instructor will try to accommodate for each lesson plan include visual, mathematical/logical, kinesthetic, musical, intrapersonal, interpersonal, and naturalistic.

Completion due dates vary from lesson to lesson. These dates are clearly stated on each individual lesson plan handed out to the students at the start of each cycle. Each cycle every lesson plan is hung on a board located in the classroom/shop where each and every student can see it and each cycle's lesson is read to the entire class at the start of each cycle allowing the students to ask clarifying questions.

Teachers utilize competency charts, student feedback, and DDM's. Formative assessments used are for in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Rubrics are provided prior to assessment.

Examples:

1. Analyzing Student Work - A student's current knowledge, attitudes, and skills about subject matter. Strengths, weaknesses, and learning styles
2. Strategic Questioning - may be used with individuals, small groups, or the entire class. Effective formative assessment strategies involve asking students to answer higher-order questions such as "why" and "how." Higher-order questions require more in-depth thinking from the students.
3. District Determined Measures (DDM's).
4. End-of-unit or chapter tests.
5. End-of-term or semester exams.
6. Scores that are used for accountability (Trimesters)

Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period—typically at the end of a project, unit, course, semester, program, or school year.

During every related cycle, students are graded on daily and cycle assignments, including quizzes and tests. These grades are registered in the Aspen X2 and if applicable in their competency chart.

During every shop cycle, students are graded through hands-on tasks along with the use of CDX performance sheets and the competency charts are marked.

Students are made aware of their grades each cycle; if they wish to improve or make-up work in their related class, this must be completed before the last day of the very next cycle. Make-up work for missed shop days or shop tasks is provided by individual instructors, as listed in their shop rules.

Teachers utilize competency charts, student feedback, CDX performance sheets (see attached), and DDMs to regularly assess student learning. This information is also used to inform instructional practices and provide teachers with an understanding of any gaps in student learning. These tools are reviewed multiple times each year.

Students in the program earn industry-recognized credentials of Safety and Pollution Prevention Training (SP/2 on-line safety course) Certifications and ASE student certifications.

The Diesel Service Technology program curriculum is aligned with the Vocational Technical Education Framework – Transportation Occupational Cluster Diesel Technology (VDIESL) CIP code 470605. These frameworks are developed using National Automotive Technicians Education Foundation (NATEF) standards which is the national standard for this program. Competency Charts are developed from the frameworks.

Student Clubs and Awards

Diesel Service Technology students regularly participate in SkillsUSA in the areas of Diesel, Power Equipment, and Leadership events. Diesel Service Technology students have participated in both the state and national competitions in multiple contest areas and have won multiple state medals and three national gold medals. One of the Diesel instructors serves on the State Management Team for SkillsUSA and regularly attends the national competition.

Student Placement

For many years, the administration would only allow students in this program to participate in a co-operative education placement if it was a diesel-specific employment opportunity. This greatly prohibited the program from placing students on co-op. In 2017-18, a change in administration, allowed the program to search out co-op opportunities at a variety of automotive, diesel, marine, and parts distributors.

The Diesel Service Technology program has articulation agreements with multiple higher learning institutes, including MTTI, U.T.I., Massasoit Community College and Mass Bay Community College. Industry partners and parent/students are a part of the Program Advisory Committee.

Graduation Rates

Graduates of the Diesel Service Technology program are tracked. In the years 2017-2019, there were 35 graduates from the program. 55 percent went on the higher education, 36 percent are employed in a related industry, 9 percent are employed in a non-related industry, and 8 percent joined the military. Of the 16 graduates in the class of 2018, 44 percent went on to higher education and 19 percent are employed in a related industry. Four of the 2018 graduates joined the military.

Faculty

The Diesel Service Technology instructors actively seek out professional development. They are required to complete a minimum of 20 hours per year. One member of the Diesel faculty serves on the school's Professional Development Committee, and has arranged professional development for instructors in Automotive, Collision Repair, and Diesel Services through a partnership with NAPA Auto Parts. The Diesel instructors also have the opportunity to attend 10 hours of professional development with Universal Technical Institute in Norwood, Mass.

Adequacy of Department/Program Resources

The visiting team learned that the Diesel Service Technology instructors, along with their Program Advisory Committee members, have been requesting the services of a teaching assistant for many years. Diesel instructors have had student populations of as much as 21 students to one instructor, with a recent ratio of 17 to one.

The grade 10 shop instructor teaches 14 students without another adult in the shop. He needs to call for coverage for anything ranging from a test drive to a restroom break. In comparison, other programs have as many as seven full-time teachers and two full-time teaching assistants. The conditions in Diesel Service Technology program can present a serious, potential safety issue.

The visiting team was provided with documentation that the program's budget has been cut each of the past two years and the maintenance budget was absorbed by the school in January 2018. Instructors were told to use the budget for shop supplies in addition to maintenance of the program's equipment.

Production Work

The Diesel Service Technology program serves the community through service request forms repairing and maintaining students', staff, and residents' vehicles and equipment.

The instructors collaborated with the Dartmouth Police Department on a project dealing with one of their diesel trucks and performed service on the buses for the Boys and Girls Club of New Bedford. The program completed vehicle inspection and performed multiple repairs on one of New Bedford Public Schools' vans. Instructors initiated a maintenance program with the grounds department and facilities department servicing and repairing all of the school's equipment and vehicles. The Diesel Service Technology program demonstrated how to professionally steam clean an interior of a vehicle for the Fashion Design program seniors in order to show them another possible career path for them to take.

Diesel Service Technology program scheduled a week-long training sponsored by New England Laborers Training Academy through a State grant. The training consisted of class and performance training which included a field trip to the training facility in Hopkinton, Mass. Thirteen Diesel students and five Environmental Science students attended. The visiting team learned that this training was such a success, that five additional weeks of training have been scheduled throughout the next school year to help include many other programs and their students.

Climate in the Department/Program

It is very obvious that the instructors work collectively for the success of the program and its student population. The visiting team observed that the Diesel Service Technology program is known throughout the GNBRVT community as a safe, welcoming, and all-inclusive environment where all students can succeed. This is a reputation that all programs should strive to attain.

Outside Input

The Diesel Service Technology program has an active Program Advisory Committee that keeps the instructors updated with industry trends/changes and advancements. Over the years, the PAC has also donated tools and equipment along with providing co-operative education placement opportunities and off-site training. The PAC is a major force behind program requests for classroom/shop curriculum, learning aids and equipment.

Diesel/Heavy Equipment Commendations

Commendation

The strong community involvement and support for all students through a variety of support systems during and after school. (7.8)

Commendation

The initiation of a week-long training program sponsored by the New England Laborers Trade Academy which included Diesel and Environmental Science students is an excellent example of cross-disciplinary integration. (5.8)

Diesel/Heavy Equipment Recommendations

Recommendation

Improve the vehicle exhaust ventilation system within the shop to correct for poor air quality especially when vehicles must run inside the shop. (7.5)

Recommendation

Increase the overhead door height capacity in the shop area in order to accommodate larger equipment. (7.5)

Recommendation

Secure funds to offer trade-related specific certifications and appropriate technical exams for students, such as ASE entry level certification, to be in compliance with state frameworks, and include these trade-related certifications as part of the student portfolio requirement. (2.10)

Recommendation

Mitigate the issue of water coming under the overhead doors and flooding the shop area during rain storms.

Recommendation

Restore funding to the program's maintenance budget. (7.1, 7.2)

Major Commendations from the Team (Critical Strengths) Listed by Standard

Major Commendations

Standard 1

The successful school-wide commitment, lead by the superintendent, to build a stronger, more positive school culture after a period of tension in many parts of the school community.

The staff at Greater New Bedford Regional Vocational Technical High School, for providing a positive and professional environment which allows students to feel safe and supported during their educational experience. Students spoke of the value of being a PREPARED student, the need to be PASSIONATE about what they were studying and understood the importance of PERSEVERING past any obstacle, as they strive to meet all graduation requirements.

Team members were all extremely impressed by the exemplary, school-wide, positive student behavior, given there are over 2100 students in the building on any given day. Students are informed about the school's expectations and they adhere to them! Conversations with students informed the visiting committee that the students know what the rules are regarding cell phones, profanity, harassment etc and they want to follow the rules! Certainly praise-worthy!

The majority of faculty and staff go out of their way to provide extra help to students, before and after the normally scheduled school day. This also demonstrates the level of importance the staff has given to the core values.

The Artisan logo that is visible throughout the school that combines the heart, brain, and hands of a tradesperson; a true artisan.

Standard 2

The administrative team for incorporating the academy model, to establish academy administrators to provide oversight to seven of the school's academic programs. The four technical supervisors cover a total of 27 CVTE programs, which is the largest number of technical offerings in the state. The administrators are also commended for their ambition to move forward with program expansion, to include Marine Service Technology and Aviation Service programs in the immediate future.

The development and delivery of academic lesson plans which are rigorous and yet easily adapted to provide for differentiation to ensure the success of all students.

Standard 3

The exceptional collaboration among teachers within their specific academic programs as evidenced by the exemplary use of common planning time and Professional Learning Communities where data and best practices are shared.

The administration and the entire instructional staff for adopting a powerful set of core values and incorporating them into teaching and learning on a daily basis.

Standard 4

The total commitment of the administrative team to collecting and analyzing assessment data in order to improve curriculum and instruction.

The practice of giving immediate feedback to students on their progress and providing them the opportunity to re-do/re-submit work in order to improve their grade.

The creation of rubrics for students to self and peer score projects and assignments.

Standard 5

The superintendent for being an exceptionally visible, instructional leader; a trait recognized by the entire Greater New Bedford school community

The consistent support given to the academic faculty and staff in professional development opportunities, thereby exemplifying the school commitment to life-long learning.

The academic and vocational principals for being always accessible and extremely knowledgeable and helpful to all staff members.

The institution of a Centralized Tardy/Detention Program to address students' loss of instructional time.

The school community for their outreach efforts. The school has been recognized and received an APEX Award (2018), collaborated with the Immigrant Assistance Center, and participated in community events with the Sons of St Patrick, the Club S.S. Sacramento, and the Prince Henry Society. In addition, the school launched an on-line application process in 2017 to directly work with families and students interested in pursuing a vocational technical education. The school receives more than 1100 applications annually.

The creation of a Public Relations Team and the Public Relations Van.

Standard 6

The exceptional, on-going collaboration of support service staff who utilize a team approach to ensure that each student's needs are addressed in order to make students feel safe, secure, and ready to learn

The solid commitment of the entire school community to guarantee the safety of all school users.

The addition of Literacy and Strategies courses to the grade 9-10 academic program that have led to increased student achievement on MCAS.

The introduction of the RISE program training which has greatly assisted the academic teachers with strategies to make their programs more inclusive.

Standard 7

The tremendous pride that the custodial staff exhibits daily in the meticulous care given to the school and the grounds. This pride and attention to "housekeeping" is obviously transferred to all members of the Greater New Bedford school community who act accordingly on a daily basis. An amazing environment fosters amazing students and staff.

Major Recommendations from the Team (Focus Areas for Improvement) Listed by Standard

Major Recommendations

Standard 1

Develop challenging and measurable learning expectations for all students that address career, academic, social, and civic competencies. Each expectation is defined by specific and measurable criteria for success, such as school-wide analytic rubrics, which define targeted high levels of achievement.

To further develop and implement the on-line application process in order to provide information to students who attend those sending district schools that do not provide GNBVRT access to their middle school students.

Develop a plan to effectively communicate the potential success that vocational technical education can offer to all students including economically disadvantaged, ELL, and students in need of special services. All middle school students and their parents/guardians should have the right to learn about the opportunities that are available to them at GNBVRT.

Develop a plan to ensure that as many students as possible who seek a vocational technical education have access to such an education. (This might require expanding after-dark vocational technical programs)

Standard 2

Reinstate the General Advisory Committee to allow each Program Advisory Chairperson to share departmental and programmatic information with other chairs and administrators in other programs. This will provide an opportunity to gain valuable feedback on how each area is aligning their curriculum with industry expectations and the curriculum frameworks. Administrators will be better able to plan for upcoming equipment acquisitions, technology upgrades and space requirements. This will also fulfill the DESE requirement regarding General Advisory Committee.

Ensure that scope/sequence and lesson plans are in place for all careers and technical areas throughout grades 9-12. The scope/sequence should clearly identify the skills and competencies for each CVTE program by grade.

Utilize departmental curriculum guide sheets and timelines to develop a full, four-year program scope and sequence of courses to align with the corresponding Massachusetts Vocational Technical Education Framework. Formalize the scope and sequence to identify who is teaching which skills, in which class, to ensure coverage of all strands within the framework. While the curriculum guide provides a roadmap for each instructor to follow, it doesn't guarantee a concerted effort to align curriculum delivery with other members within the department. By creating a comprehensive scope and sequence for each department and program, it should be periodically reviewed for alignment with the appropriate state framework. This will allow staff to make sure students are exposed to the full range of curriculum content by the end of senior year, ensuring graduates will be well prepared for life beyond graduation. The visiting team recommends providing more opportunities for CVTE faculty to collaborate on curriculum and procedures through common planning time.

Conduct a review of existing programs for duplication of framework alignment. See Design and Visual recommendations.

Develop a plan to increase co-operative education placement opportunities for students in order to provide work-based learning experiences

Secure funds to purchase software to track competency listings that align with the appropriate technical

frameworks for all students. Devise a school-wide legend for the competency requirements that reflects the various levels of student proficiency. Upon review of existing student competency listings, the legend lists: E for Exposed, I for Indirectly Addressed, D for Directly Addressed, R for Refined. It is unclear if the legend best describes the student's exposure to the curriculum content, or if it describes how the student addresses the skill. A legend listing: I for Introduced, LP for Limited Proficiency, P for Proficient, M for Mastery; would easily identify the student's proficiency level. The student may only have been introduced to the skill within the framework and not had a chance to explore it further. The student may have had a chance to practice the skill, but would still need assistance and direction to be identified as reaching limited proficiency. The student may be able to demonstrate the skill without any assistance to be identified as proficient. The student may be proficient enough to properly teach others, to be identified as achieving mastery. The goal of utilizing the competency list, is for students to become proficient in a majority of those technical skills listed. Most competency listings simply had check marks to identify E, I, D or R. A simple check does not indicate which instructor has assessed the student's proficiency rating, or which date it was rated. Software programs are available to facilitate this process, but it will require training and funding. .

Standard 3

Develop and implement a plan to provide common planning time for all teachers, academic and CVTE, in order to support a team approach, plan creative, quality and enriching lessons that enhance the students' learning for future success and align with the mission statement and core values.

Standard 4

Develop a school-wide comprehensive grading policy to be distributed to students and parents/guardians

Secure funds to offer trade-related specific certifications and appropriate technical exams for students to be in compliance with state Frameworks and include these certifications in the student portfolio. This type of documentation indicates student's thorough training which is in alignment with industry expectations.

Conduct a systematic program review each year to guarantee effective overall program curriculum and instruction for alignment with the majority of skills listed within the appropriate Massachusetts Vocational Technical Education Frameworks.

Standard 5

Consider establishing Professional Learning Communities (PLC) for CVTE teachers.

Deliver differentiated pedagogical support through professional development to ensure that all teachers have the skills necessary to meet individual student needs in the CVTE areas.

Re-establish the District Curriculum Accommodation Plan. There was no evidence of the use of a DCAP which is a DESE requirement.

Re-evaluate the New Teacher Orientation Program so as to provide new teachers with the most critical information that they will need to be successful on day one.

Standard 6

Develop and implement a plan where all necessary safety tests that are related to the industry delivery of CVTE Framework Strand One, can be stored and archived by the school for at least five years. This will allow for documented evidence of each stage of the safety test results, from Exploratory through Senior year. Many students had evidence of OSHA 10 results in their cumulative portfolios, but there should be more to document their complete record of safety training offered by their technical program. This will also fulfill DESE regulations.

Standard 7

Seek out community projects for students to work with clients while strengthening their trade and related skills. Research and secure articulation agreements with community colleges and trade specific training opportunities, to help facilitate the student connection with post-secondary education.

Visting Team Response (Narrative) to SSR Section 2

Visiting Team Response (Narrative) to SSR Section 2

The visiting team's major commendations and recommendations are in alignment with those strengths and weaknesses self reported by GNBVRT.

Concluding Comments

The essential features of the team's view of the school/center

The visiting team comprised of 27 educators from throughout New England came together at Greater New Bedford Regional Vocational Technical High School (GNBRVT) from October 15-October 18, 2019 to conduct a decennial review. Upon arrival, members of the team felt that they already knew quite a lot about GNBRVT based on the comprehensive Self Study that was conducted over a 12 month period prior to their visit. The information included in the Self Study provided both an overview of the school, and very specific information regarding programs and how they are delivered. The team was prepared to meet the administration, faculty, and students armed with a solid, preliminary knowledge base about the school community. The in-depth quality of the Self Study documents allowed the visiting team to begin their work immediately. From the beginning, it was obvious that GNBRVT was prepared for our visit and was anxious to share all aspects of their school community with us.

From the initial orientation session and the tour of the facility, the visiting team recognized that there was a positive culture and climate in the school. The initial observation was further enhanced when the team met the School Committee, administration team, faculty, staff, parents, and most importantly, the students at the welcoming dinner.

The visiting team found the facility to be exceptionally clean, well cared for and welcoming to the community, and appropriately concerned with the safety of staff and students. Safety and security are of prime concerns of the school.

The visiting team observed and commented on the visibility and availability of the administrative team throughout the building. The students and staff reported that this was simply business as usual at GNBRVT.

One of the most striking features of GNBRVT is the conduct and demeanor of the student population. The students are respectful, courteous, and adhere to the rules as set forth in the Student Handbook. This behavior of the student population was not a show for the visiting team. Those of us who have had the opportunity to visit GNBRVT over the years recognize that this is how their students behave on a daily basis. Members of the visiting team expressed amazement at the climate of a school with a population of over 2100 students. GNBRVT has so much to be proud of with respect to their student body and how they represent their school. Great things can happen in this school!

Overall comments on the visit

The visiting team has included many general comments within the body of this report. As we were conducting our meetings, various team members shared noteworthy comments voiced either by staff or students. As these comments accumulated, we began recording them and believe that the following examples fittingly serve this section on overall comments.

"If you have an idea about how to improve a program, the administrator genuinely listens to you and wants to know more about your ideas"

"If you have a request for a tool or a piece of equipment, the administration will do all it can to answer your request"

"The superintendent is a vokie and he understands us"

"Every teacher here is a vocational teacher because we all teach vocational students"

And from visiting team members

"Serving on this decennial team is the best professional development experience that I have ever had"

"I want to teach these kids"

The extent to which the school/center is driven by its core values and beliefs

The establishment of a well-defined and meaningful set of core values and beliefs is central to Greater New Bedford' improvement plan moving forward. Mindful that a decennial review was approaching, the administrative team lead a school-wide initiative to better identify and define those core values and beliefs which were already central to GNBVRT's mission and vision, but had not been clearly articulated. The initiative was developed with input from the School Committee, the administrative team, and the teachers. Once the core values were articulated, series of professional development activities were established to provide opportunities for all stakeholders to collaborate and contribute to the discussion on implementation.

The core values and beliefs are reflected in the culture of the school, drive curriculum, instruction and assessment and guide the school's policies, procedures, decisions, and resource allocations. Interviews with staff informed the visiting team that these core values and beliefs were already a part of the general philosophy of the school, but are now articulated in a more formalized manner for clearer understanding. The general idea of the values was always there; now they can be stated in a few, concise words. Eventually, all members of the school community will be able to state them with little thought as they will be such a part of everything that is done at GNBVRT.

The extent to which the school/center is focused on student learning and well-being

Greater New Bedford is developing challenging and measurable learning expectations for all students which address career, academic, social, and civic competencies. Some expectations are defined by specific and measurable criteria for success such as rubrics that are used in both academic and CVTE programs to define specific levels of achievement and provide students with a clear path to improvement.

The most obvious learning expectation is being met as evidenced by the dramatic increase in MCAS scores over the past few years.

GNBRV's attention to student well-being is addressed numerous times in this report. The school works in many ways to guarantee the physical safety of students such as cameras throughout the building, and ALICE training. Student safety was discussed during interviews with students where they overwhelmingly spoke about how safe they are from bullying and other forms of harassment. Additionally, each student interviewed said that there was at least one adult whom they could confidentially go to whenever needed. Genuine compassion, empathy, and commitment to students are really the chief indicators of whether a school achieves this goal. GNBVRT practices all of those essential traits and strives for the well-being of its students on a daily basis.

Some concluding advice and encouragement

Throughout this report there are many commendations. The visiting team was especially impressed with the level of leadership demonstrated by the superintendent, the two principals and the entire administrative team. This report contains a number of recommendations. These should be considered as constructive suggestions for improvement. Their value lies in the fact that they come from a diverse group of neutral, experienced, professional educators.

Immediate attention should be given to the limited number of recommendations dealing with safety issues noted in the report.

The visiting team found Greater New Bedford Regional Vocational Technical High School to be a very vibrant and effective educational institution.

The members of the visiting team continued to learn and to grow professionally during our visit to GNBVRT. We are better and more knowledgeable educators as a result of our visit to GNBVRT.

Thanks to the school/center and the Visiting Team

The visiting team expresses its sincere appreciation for all that the entire GNBVRT community did to make the decennial visit such a rewarding experience. The faculty was extremely cooperative and open in their dealings with the team. At all times, the administration was supportive of the many requests for information and understanding of the team's function and purpose. The visiting team is extremely grateful for the many courtesies extended to them by the staff (especially the Culinary Arts program and the leaders of the school. We wish Greater New Bedford continued success as they continue their progress and strive to perfect their institution.

FOLLOW-UP RESPONSIBILITIES

This comprehensive evaluation report reflects the findings of the school/center's self-study and those of the visiting team. It provides a blueprint for the faculty, administration, and other officials to use to improve the quality of programs and services for the students in this school/center. The faculty, school board, and superintendent should be apprised by the building administration yearly of progress made addressing visiting team recommendations.

Since it is in the best interest of the students that the citizens of the district become aware of the strengths and limitations of the school/center and suggested recommendations for improvement, the Committee requires that the evaluation report be made public in accordance with the Committee's Policy on Distribution, Use, and Scope of the Visiting Team Report.

A school/center's initial/continued accreditation is based on satisfactory progress implementing valid recommendations of the visiting team and others identified by the Committee as it monitors the school/center's progress and changes which occur at the school/center throughout the decennial cycle. To monitor the school/center's progress in the Follow-Up Program, the Committee requires that the principal submit routine Two- and Five-Year Progress Reports documenting the current status of all evaluation report recommendations, with particular detail provided for any recommendation which may have been rejected or those items on which no action has been taken. In addition, responses must be detailed on all recommendations highlighted by the Committee in its notification letters to the school/center. School/center officials are expected to have completed or be in the final stages of completion of all valid visiting team recommendations by the time the Five-Year Progress Report is submitted. The Committee may request additional Special Progress Reports if one or more of the Standards are not being met in a satisfactory manner or if additional information is needed on matters relating to evaluation report recommendations or substantive changes in the school/center.

To ensure that it has current information about the school/center, the Committee has an established Policy on Substantive Change requiring that principals of member schools/centers report to the Committee within sixty days (60) of occurrence any substantive change which negatively impacts the school/center's adherence to the Committee's Standards for Accreditation. The report of substantive change must describe the change itself and detail any impact which the change has had on the school/center's ability to meet the Standards for Accreditation. The Committee's Substantive Change Policy is included on the next page. All other substantive changes should be included in the Two- and Five-Year Progress Reports and/or the Annual Information Report which is required of each member school/center to ensure that the Committee office has current statistical data on the school/center.

The Committee urges school/center officials to establish a formal follow-up program at once to review and implement all findings of the self-study and valid recommendations identified in the evaluation report. An outline of the Follow-Up Program is available in the Committee's Accreditation Handbook, which was given to the school at the onset of the self-study. Additional direction regarding suggested procedures and reporting requirements is provided at Follow-Up Seminars offered by Committee staff following the on-site visit.

The visiting team would like to express thanks to the community for the hospitality and welcome. The school/center community completed an exemplary self-study that clearly identified the school/center's strengths and areas of need. The time and effort dedicated to the self-study and preparation for the visit ensured a successful accreditation visit.

SUBSTANTIVE CHANGE POLICY

NEW ENGLAND ASSOCIATION OF SCHOOLS & COLLEGES Committee on Technical and Career Institutions

Principals of member schools/centers must report to the Committee within sixty (60) days of occurrence any substantive change in the school/center which has a negative impact on the school/center's ability to meet any of the Committee's Standards for Accreditation. The report of a substantive change must describe the change itself as well as detail the impact on the school/center's ability to meet the Standards. The following are potential areas where there might be negative substantive changes which must be reported:

- elimination of fine arts, practical arts, and student activities
- diminished upkeep and maintenance of facilities
- significantly decreased funding - cuts in the level of administrative and supervisory staffing
- cuts in the number of teachers and/or guidance counselors
- grade level responsibilities of the principal
- cuts in the number of support staff
- decreases in student services
- cuts in the educational media staffing
- increases in student enrollment that cannot be accommodated
- takeover by the state
- inordinate user fees
- changes in the student population that warrant program or staffing modification(s) that cannot be accommodated, e.g., the number of special needs students or vocational students or students with limited English proficiency

Roster of Team Members

Chair(s)

Chair: Kathy Conole

Educational Consultant

New England Association of Schools and Colleges, Inc.
Burlington, MA

Assistant Chair: Carol Olsen

Educational Consultant

New England Association of Schools and Colleges, Inc.
Burlington, MA

Team Members

Katie Berry

Special Education Evaluator

South Shore Vocational Technical High School
Hanover, MA

Thomas Cavanaugh

Dean of Students

Blue Hills Regional Technical School
Canton, MA

Michael Cournoyer

Health / Physical Education Evaluator / Principal

Gabe Coutinho

Automotive Collision Repair Instructor

Upper Cape Cod Regional Technical School
Bourne, MA

Elisabeth DeJoseph

Guidance Counselor

A. I. Prince Technical High School
Hartford, CT

Christopher Faucher

HVAC Instructor

Bay Path Regional Vocational Technical High School
Charlton, MA

Brendan Flynn

Design and Visual Communications Instructor

Bristol-Plymouth Regional Technical School
Taunton, MA

Michael Gump

Academic Instructor
Penobscot Job Corps Center
Bangor, ME

John Hoyle

CAD / CAM Instructor
Howell Cheney Technical High School
Manchester, CT

Jessica Huttig

Science Instructor
Oliver Wolcott Technical High School
Torrington, CT

Maureen Johnson

Dental Assisting Instructor
Tri-County Regional Vocational Technical High School
Franklin, MA

Christopher Kelly

Electricity Instructor
Smith Vocational and Agricultural High School
Northampton, MA

Kate La Riviere

Curriculum Coordinator

Heather McCall

Culinary Arts & Science Instructor
Greater Lawrence Technical School
Andover, MA

Lucas Olivier

Welding Instructor
Old Colony Regional Vocational Technical High School
Rochester, MA

Vicki Poulin

Health Assisting Instructor
Nashoba Valley Technical High School
Westford, MA

Valerie Rector

ELL / English Instructor
Joseph P. Keefe Technical School
Framingham, MA

Michelle Ring

Early Education and Care Instruction
Whittier Regional Vocational Technical High School
Haverhill, MA

Shannon Spinosa

Medical Assisting Instructor

Peabody Veterans Memorial High School

Peabody, MA

John Taylor

Cosmetology Instructor

Greater Lowell Technical High School

Tyngsboro, MA

RoseAnn Vaughan

Information Systems Technology Department Head

Vinal Technical High School

Middletown, CT

Christopher Waterworth

Advanced Manufacturing & Machine Tool Technology

Greater Lawrence Technical School

Andover, MA

Brendan Welch

Protective Services Instructor

Blue Hills Regional Technical School

Canton, MA

Valerie Wlodyka

Business Management / Office Technology Instructor

Pathfinder Regional Vocational Technical High School

Palmer, MA