School Council Approved 10.1.26, School Committee Reviewed 10.15.26

SCHOOL IMPROVEMENT PLAN

2025-2026 DISTRICT PRIORITIES					
1 Rigorous and engaging learning experiences	2 Post-secondary planning	3 Community of inclusion and belonging	4 Family and community engagement	5 Safe and supportive learning environment	6 Multi-tiered systems of support

Created in collaboration with multiple stakeholders, the district's School Improvement Plan is intended to establish the goals for the district for the coming school year with benchmarks, anticipated outcomes and responsible leads detailed; it is executed by the district's administration and faculty.

Goal 1: Ensure rigorous and engaging learning experiences

Tri-County RVTHS will support students on their path to success by creating an environment where students are seen and heard, engage in active, meaningful, real world learning, and are held to high expectations with targeted support.

Action Items	Responsible Leads
Utilize Comprehensive Local Needs Assessment to align educational opportunities and technological investments to local workforce demands	Vocational Director, Principal
Establish a pathway of integrated core core skills classes: Student Success I and II, Career Essentials, Civics and Entrepreneurship courses and evaluate pathways for core academic classes	Vocational Director, Academic Coordinator
Expand use of JobReady360 to assist in competency tracking of vocational standards and the development of student portfolios	Vocational Director and Teachers, Career Essentials Instructor
Increase opportunities for cross-curricular instruction both between academic courses and in academic/vocational partnerships	Vocational Director, Academic Coordinator, Teachers
Continue the district's emphasis on differentiated instruction and teaching strategies for diverse learning styles, including EL students, with ongoing professional development, co-teaching structure and IEP driven curriculum modifications	Academic Coordinator, Teachers, Coordinator of Special Ed
Create and evaluate Competency Determination remediation plans, monitor and track trimester exam averages to identify gaps in student achievement that would inform early interventions for students struggling with mastery	Academic Coordinator, Coordinator of Special Ed, Teachers
Continue to provide professional development and support for integration of district's instructional technology platforms, including AI	Academic Coordinator, Technology Director, Instructional Technology Specialist
Revise, edit and implement Carnegie math curriculum which integrates Algebra and Geometry spiraling to grades 9 and 10	Academic Coordinator, Math Department

Anticipated Outcomes:

- All students have a "working" electronic resume package inclusive of cover letter and reference page by the end of junior year
- All teachers use JobReady360 to track vocational standards
- STEM Week and routine integration of additional cross-curricular instruction
- Adjustments to teaching practice utilizing data-informed decision making
- Consultation, common planning and team goals between special education and general education educators
- Successful implementation of Carnegie math curriculum with increased MCAS math and trimester assessment scores

Goal 2: Prioritize post-secondary planning

Tri-County RVTHS will ensure all students participate in post-secondary planning, demonstrate skills for post-secondary readiness, and achieve successful post-secondary placement for career and//or higher education.

Action Items	Responsibility
Implement early college and/or dual enrollment opportunities, evaluate student participation and success rates, i.e. EEP with Rhode Island College	Academic Coordinator, Director of School Counseling
Expand articulation agreements in all vocational programs	Vocational Director, Vocational Teachers, School Counselors
Solicit Career Pathways from our Advisory Committees in each of the 16 vocational areas to support the development of technical curriculum, cooperative education opportunities and budget recommendations in order to ensure successful student transitions to high-quality post-secondary placements.	Vocational Director, Vocational Teachers, School to Careers Coordinator
Finalize MyCAP portfolio elements and begin implementation to provide comprehensive, developmental portfolio creation for all students	Vocational Director, Director of School Counseling
Identify meaningful work-based learning opportunities that strengthen transition planning for all students	School to Careers Director, Transition Specialist
Increase data collection on post-graduate outcomes and analyze trends to inform programming	Leadership Team
Create the district's vision of a graduate	Vision of a Graduate Coordinator
Expand school counselor programming for students to explore post-secondary pathways (i.e. cohort focus (first generation), targeted topics (understanding higher education financing), shop specific higher education options, utilizing alumni resources, etc)	Director of School Counseling

Anticipated Outcomes:

- Develop rollout plan and provide access to CTE-360 to all students and SCOIR to all juniors and seniors
- Pilot early college or dual enrollment opportunities
- Fully develop My CAP plan
- Increased advanced credit attainment for students

Goal 3: Promote a Community of Inclusion and Belonging

Tri-County RVTHS will promote a community of inclusion and belonging, engaging multiple stakeholders in the process of assessing instructional practices and school climate, and developing systems to report incidents of bias and hate.

Action Items	Responsibility
Measure student's engagement, peer and adult relationships and inclusion in school (activities, behavior, etc) and survey students for sense of belonging	Assistant Principal for Student Life
Establish protocols for reporting, tracking and monitoring incidents of bias and discrimination, review and evaluate data to determine interventions	Assistant Principals
Explicitly teach leadership skills to students who seek to implement new or lead current student initiatives	Assistant Principal for Student Life, Club Advisors
Assist teachers and administrators to develop instructional practices that allow students to see themselves in the curriculum, honoring varied student cultures, experiences and historical perspectives	Leadership Team
Provide professional development on investigation best practices for bullying, harassment, civil rights, Title VI and Title IX violations	Principal
Develop strategies for the effective use of the homeroom period and evaluate	Leadership Team Scheduling Committee
Increase activities that foster school pride and connections between students and staff	Assistant Principal for Student Life

Anticipated Outcomes:

- Completed school climate survey, equity walks
- Established and implemented protocol for responding to incidents of hate and bias
- Resources for staff on inclusive curriculum, evaluating curriculum for implicit bias
- Professional development on culturally and linguistically sustaining practices and strategies for EL students
- Improved student attendance

Goal 4: Increase Family and Community Engagement
Tri-County RVTHS stakeholders will develop trusted and effective family, school, and community partnerships.

Action Items	Responsibility
Utilize multiple means of communication to engage current and prospective students, parents, staff, and program advisors and increase participation at school events, with particular emphasis on freshmen entry and senior exit	Leadership Team
Ensure that all families have access to culturally, linguistically, and developmentally appropriate supports, programs, and services that are available in school and through partnerships with external service providers	Leadership Team, Faculty
Increase translation services at school events and with school materials	Leadership Team
Collaborate with families to develop and implement a comprehensive approach to meaningful involvement as children progress through school and beyond, with expanding focus on freshmen transition	Leadership Team
Partner with families of students experiencing high rates of absenteeism to address social, emotional, physical barriers to attendance and identify wrap-around supports	Director of School Counseling, School Counselors, Teachers
Utilize feedback from family engagement survey to improve outreach, i.e. a guidance parent advisory council	Leadership Team
Strengthen alumni relationships to serve as informal mentors, guest speakers, and stakeholders involved with future improvement starting with early graduating classes.	Leadership Team

Anticipated Outcomes:

- Translated materials
- Increased parental outreach using school's messaging platforms, i.e. PowerSchool, Website, App, Principal's Newsletter, School Council
- Planned recruitment calendar and multiple means of outreach to families, i.e. social media, mailings, website, news articles
- Increased alumni and Co-op partner participation in school events

Goal 5: Create a safe and supportive learning environment

Tri-County RVTHS will create a safe and healthy learning environment; students will attend a school that delivers an assurance of their personal, social and emotional development through a variety of embedded supports and programming provided by trained counselors, specialists, and other trusted adults.

Action Items	Responsibility
Utilize safety committee to review and modify building safety plans, shop safety protocols, plan routine drills, assess needs and make recommendations for physical plant modifications and improved safety responses as possible	Leadership Team, Safety Committee, SRO
Evaluate discipline data and trends in Student Handbook violations and develop tiered responses to behavior with an emphasis on restorative practices	Principal, Assistant Principals Director of School Counseling, Coordinator of Special Ed
Create calendar for "shop talks" that address emergent issues within the school community	Assistant Principals, School Social Worker
Utilize mental health screening results to prioritize resources for student interventions	Director of School Counseling, School Counseling Staff
Continue Tier 1 student programming for healthy choices and well-being for Grade 9 students	Director of School Counseling, School Counseling Staff
Implement data-based decision making for student supports for mental and behavioral health and annually review Wellness Team referral processes	Director of School Counseling, School Counseling Staff
Develop partnerships with community organizations and agencies for mental and behavioral health referrals	Director of School Counseling, School Counseling Staff

Anticipated Outcomes:

- Safety protocols displayed in all learning and gathering areas
- Safety Committee will provide recommendations for staff training to help prevent, mitigate, and prepare for any/all safety situations that may arise
- Collaboration with Franklin fire and police departments and the School Resource Officer to inform our emergency procedures
- Develop student interventions and programming to respond to mental health screenings
- Increase utilization of community resources (Cartwheel, Interface, SAFE)

Goal 6: Expand multi-tiered systems of support

Tri-County RVTHS will evaluate the existing multi-tiered systems of support, our DCAP implementation and current progress monitoring to determine programmatic improvements and interventions for students at risk.

Action Items	
Partner with Seaside Educational Consulting Group to evaluate existing multi-tiered systems of support and identify strengths and gaps in tiered interventions	Leadership Team
Utilize the recommendations from the work with Seaside to plan necessary programmatic changes for the 26-27 school year	Leadership Team
Incorporate technologies and a structure to regularly review data (i.e.) student achievement, discipline, enrollment in courses	Leadership Team, Technology Director
Use student data to identify at-risk cohorts for preventative academic and wellness interventions	Leadership Team, Wellness Team
Embed structure to effectively execute the district's DCAP to build tiered academic interventions	Academic Coordinator
Evaluate Wellness Team tiered roles and responsibilities, resources, criteria for service and discharge/transition	Director of School Counseling, School Counseling Staff
Monitor breadth of interventions, student access, participation and results in tiered academic and social emotional supports	Director of School Counseling, School Counseling Staff

Anticipated Outcomes:

- Professional development on MTSS for leadership team
- Program improvement plan for the 26 - 27 school year
- Development of robust data sets
- More deeply embedded practices for DCAP and referrals for interventions
- Comprehensive plan to further develop tiered academic and social emotional interventions