Student Opportunity Act Plan

Old Colony Regional Vocational Technical

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students
* Asian students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students
* American Indian or Alaskan Native students
* Native Hawaiian or Pacific Islander students
* White Students

*The rationale for selecting these student subgroups.*

A World of Difference (ADL)

The ADL "A World of Difference Peer Training Program" is designed to provide participants with the knowledge and strategies to:

* Create inclusive, prejudice-free learning environments.
* Apply proven anti-bias teaching methodologies and materials.
* Implement administrative and programmatic components of ADL's Peer Training Program.

We will send a team of educators to participate in the "train the trainer" model in the summer of 2020 in preparation for training of a group of students who will lead peer training for our Old Colony population. Outcomes will benefit all students as we work to increase cultural awareness and create a more worldly perspective for our Old Colony students and staff. This program will be combined with an ongoing exchange program that has been created between Madison Park and Old Colony for the purpose of furthering this effort.

EMPOWER Transition Program

Our EMPOWER Transition Program has been created to assist High Needs students with their transition to Old Colony through an integrated multi-curricular project-based learning summer program. The program focuses on Math, ELA, Science, and Entrepreneurial curriculum while addressing the social-emotional needs of program participants.

Early College Access

We will support opportunities to enroll in college courses through an Early College Programming effort we have established in collaboration with Bristol Community College.

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

We wanted our focus to be on programs that most directly impact students.

## Focus Area 1: Increased personnel and services to support holistic student needs (C and/or D)

The ADL "A World of Difference Peer Training Program" is designed to provide participants with the knowledge and strategies to:

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **ADL Training Program** | **8000** | **Professional Development** |

## Focus Area 2: Increased personnel and services to support holistic student needs (C and/or D)

Our EMPOWER Transition Program has been created to assist High Needs students with their transition to Old Colony through an integrated multi-curricular project-based learning summer program. The program focuses on Math, ELA, Science, and Entrepreneurial curriculum while addressing the social-emotional needs of program participants.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **EMPOWER Summer Program Staffing** | **2000** | **Instructional Leadership** |

Focus Area 3: Early College programs focused primarily on students under-represented in higher education (I)

We will support opportunities to enroll in college courses through an Early College Programming effort we have established in collaboration with Bristol Community College.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Early College Course** | **4010** | **Other Teaching Services** |

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* High School Completion: Four-year cohort graduation rate
* High School Completion: Extended engagement rate (5 year cohort grad rate plus percentage of students who are still enrolled)
* High School Completion: Annual dropout rate
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework
* Custom District Metric 1: VOCAL Survey results
* Custom District Metric 2: Disciplinary Incident Data
* Custom District Metric 3: ADL School Climate Survey
* Custom District Metric 4: 9th Grade Passing Rates (EMPOWER)

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

We have introduced a Parents as Partners Program for the purpose of educating families. We also offer opportunities outside of our Parents as Partners Program to encourage additional opportunities for family engagement and education. Instructors are encourage to reach out in situations where student support necessitates further communication. There is no substitute for 1:1 reciprocal communication.

**Certifications**

*Certification that stakeholders were engaged in accordance with the Student Opportunity Act.*

Surveys were sent to staff and school committee members. A group representing parents, students, instructors, guidance counselors, industry partners, and post-secondary partners were included in discussions in the month of March as part of our District Improvement Planning process.

*Certification that School Committee has voted (or is expected to vote on the district’s Student Opportunity Act Plan.*

Date of Approval: 3/18/2020