Student Opportunity Act Plan

Assabet Valley 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
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

Assabet currently supports student learning through the use of the inclusion model and co-teaching for students with disabilities and English learners. These two groups have been identified as needing further assistance to increase learning outcomes and achievement with required high stakes testing. This will be supported with an increase in personnel and direct services.

We plan to expand on the current supports that are provided through community partnerships for in-school enrichment and wraparound social services provided to students and their families by a third-party contractor. We have already seen a direct positive impact this service has on the students and their families and look for more successful outcomes.

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

Assabet Valley Regional Vocational School District plans to utilize the addition funding available through the Student Opportunity Act to enhance and expand student support programs with the goal of increasing student achievement. We have targeted evidence-based program areas that include: Targeted Student Supports, Talent Development, and Conditions for Student Success.

Focus Area 1: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Assabet currently supports student learning through the use of the inclusion model and co-teaching for students with disabilities and English learners. These two groups have been identified as needing further assistance to increase learning outcomes and achievement with required high stakes testing. This will be supported with an increase in personnel and direct services.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Paraprofessional Staff** | 0 | **Classroom & Specialist Teachers** |

Focus Area 2: Diversifying the educator/administrator workforce through recruitment and retention (D and/or H)

The district has identified a need to diversify the current educator workforce to better reflect our school population. This will be achieved through recruitment efforts, partnership with local colleges and universities along with retention and mentoring programs. These partnerships will build opportunities through educational observations, pre-practicum requirements, and full semester student-teaching.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Teaching Staff** | 0 | **Classroom & Specialist Teachers** |

Focus Area 3: Community partnerships for in-school enrichment and wraparound services (C)

We plan to expand on the current supports that are provided through community partnerships for in-school enrichment and wraparound social services provided to students and their families by a third-party contractor. We have already seen a direct positive impact this service has on the students and their families and look for more successful outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Wraparound Services** | 0 | **Pupil 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.*

* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* High School Completion: Four-year cohort graduation rate
* High School Completion: Annual dropout rate

**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.*

Assabet Valley Regional Vocational School District plans to utilize the addition funding available through the Student Opportunity Act to enhance and expand student support programs with the goal of increasing student achievement. Communications with parents and students are a key component in the success of our school based programs.

We have established multiple modes of communication including: school messaging system (email and voice mail), school website, social media pages, and media outlets with newsprint and on-line access.

**Certifications**

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

Assabet Valley Regional Vocational School District plans to utilize the addition funding available through the Student Opportunity Act to enhance and expand student support programs with the goal of increasing student achievement. Stakeholders that were engaged in the process of developing this plan included:

* student advisory
* school advisory (parents and students)
* school administrative team
* district school committee members

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

Date of Approval: 12/10/2020