Student Opportunity Act Plan

Blackstone 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.*

* Students with disabilities

*The rationale for selecting these student subgroups.*

We have identified accountability gaps between our Students with Disabilities and our entire school population that we intend to remedy using Student Opportunity Act funds.

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

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

As a regional vocational school district that delivers career-technical education the holistic needs of our students within the curriculum are as diverse as the career pathways we offer. We will use the funding from the Student Opportunity Act to secure additional partnerships or in-house services to strengthen college and career readiness pathways for our Students with Disabilities. We have identified providers that will assist targeted students with holistic services that will close these gaps.

Effectiveness will be measured through Advanced Coursework Completion as measured by co-op and other similar indicators.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Related Services** | **25,000** | **Pupil Services** |

## Focus Area 2: Supporting educators to implement high-quality, aligned curriculum (E and F)

Our Students with Disabilities need increased access to educational technologies that will close achievement gaps in Mathematics. Our District has invested in computer-based testing software and generators that will better equip all students demonstrate mastery of mathematics standards. In order to better deliver lessons utilizing this software and programming we will utilize Student Opportunity Act funds to purchase a classroom set of laptops with a mobile cart that will be designated for use amongst mathematics classes that service Students with Disabilities to provide those students increased access to the types of platforms that their achievement levels are assessed on at the state level; we will use the funds to purchase curriculum equipment and materials that are aligned with the statewide curriculum frameworks to intentionally raise achievement levels of this subgroup. We will utilize achievement and growth percentile data in mathematics to measure the effectiveness of initiative.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Twelve Lap Tops** | **12,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Lap Top Cart** | **1,000** | **Instructional Materials, Equipment, and Technology** |

**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: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: Mathematics mean student growth percentile (SGP)
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework

**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.*

Family and community engagement is something that we as a District excel. We have an active School Council to go along with our Parent Advisory Council, Vocational Advisory Boards, and streamlined communication outlets with teaching, counseling, and other staff. Regarding the Student Opportunity Act the District will send a letter to families describing the purpose of the SOA, the amount allocated to the District through the act, how the District intends to spend the money, and the intended outcomes. The District will identify a specific administrative office for questions or other correspondence to be delivered so that two-way communication is ensured.

**Certifications**

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

In the late winter weeks the plan for the Student Opportunity Act was discussed with multiple stakeholders. In February it was discussed and planned at Administrative meetings with both District and School-based administrators present. It was discussed at both vocational and academic team leader meetings prior to department meetings at the teacher level. The School Council, made up of school staff, parents, and students, reviewed the plans in early March , and the plan was then preliminarily shared with School Committee in early March prior to bringing the plan to the School Committee for a formal vote in April.

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

Date of Approval: 04/16/2020