Student Opportunity Act Plan

Blue Hills 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
* Low income/economically disadvantaged students
* African American/Black students

*The rationale for selecting these student subgroups.*

Blue Hills Regional Technical School recognized that the following three subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life:

* Students with Disabilities
* African American
* Economically disadvantaged students

These groups are not experiencing the same level of MCAS outcomes as their peers in Math and English. Our students with disabilities are struggling in science and are our lowest percentage in any subgroup and have the lowest CPI in science.

Additionally, our educator workforce does not mirror our student population: Just 2 percent of our educators are of color, compared to 44 percent of our students.

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

## Focus Area 1: Supporting educators to implement high-quality, aligned curriculum (E and F)

We will continue our commitment to ensuring the purchase of relevant curriculum materials and supplies for our academic and vocational programs. New curriculum materials will be reviewed specifically for bias content. These purchases support educators to implement high-quality, aligned curriculum.

* Increased or improved professional development (E)
* Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F)
* Developing additional pathways to strengthen college and career readiness

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|  | **FY21 budget item** | **Amount: enter number, do not use the****$ character** | **Foundation Category** |
| **1** | **Curriculum and Supplies** | **28000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Capital Equipment** | **33000** | **Operations and Maintenance** |
| **3** | **Portfolio Software** | **10000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **Remote Learning Professional Development** | **5000** | **Professional Development** |
| **5** | **Chromebooks** | **60000** | **Instructional Materials, Equipment, and Technology** |

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

Our subgroups that need specific attention and instruction are noted above. We want to continue to support holistic student needs through personnel and services. In order to continue serving this group, we intend to spend resources on social emotional professional development, return to school (post hospitalization) transitional services, and instructional support staff in vocational programs. Additionally, funds will be used to emphasize social emotional learning.

* Social services to support students' social-emotional and physical health (C)
* Hiring school personnel that best support improved student performance (D)

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **RULER APP and Materials** | **2574** | **Professional Development** |
| **2** | **Bridge Program Instructor** | **25000** | **Other Teaching Services** |
| **3** | **Vocational Resource Instructional Aide** | **25000** | **Other Teaching Services** |
| **4** | **Guidance Counselor Position** | **25000** | **Other Teaching Services** |

Focus Area 3: Diversifying the educator/administrator workforce through recruitment and retention (D and/or H)

We are committed to diversifying our educator and administrator workforce, as well as ensuring a culturally responsive staff and curriculum that is representative of our student population and the world at large. To that end, we are committing to mentoring new teachers with a specific focus on diversity, equity, and inclusion, as well as providing professional development for all staff around these issues.

* Hiring school personnel that best support improved student performance (D)
* Diversifying the educator and administrator workforce (H)

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Mentoring Stipends Year 1 and 2** | **20000** | **Professional Development** |
| **2** | **Culturally Responsive PD, Guest Speakers** | **10000** | **Professional Development** |
| **3** | **Expansion of advertisement and recruitment** | **15000** | **Other** |

**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
* Student Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Custom District Metric 1: VOCAL Data
* Custom District Metric 2: Student engagement survey measured by annual district-wide survey

**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.*

Our district will try to ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engaged with the Blue Hills regarding their students' needs through the following events:

* Quarterly coffee hour with the Superintendent and Principal
* Regular communication via email, phone, newsletters, and social media
* Family Acceptance Night
* Freshmen Parent Night
* Quarterly parent educational sessions such as MEFA, Social Media, Drugs, Vaping
* Vocational Program Evenings
* SEPAC Meetings
* Title I Information Night

**Certifications**

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

Our stakeholder engagement process included a survey to all parents, students, community members and teachers regarding the Student Opportunity Act priorities. We received 240 surveys back. The top three priorities that were identified:

* Pathways to Strengthen College and Career Readiness
* Social Emotional Learning
* Purchasing Curriculum Equipment

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

Date of Approval: 07/21/2020