Student Opportunity Act Plan

Franklin County 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

*The rationale for selecting these student subgroups.*

Franklin County Technical School has a disproportionate percentage of students with disabilities at the high school level as compared to all other districts within Franklin County. Franklin County Technical School is also among the poorest regional school districts in the state of Massachusetts.

Due to a high percentage of students with disabilities and economic challenges, these students do not perform as well on standardize high stakes assessments than their age-related peers. These students also exhibit a higher percentage of student absenteeism and more discipline referrals than their peers.

As identified in the FCTS School Improvement Plan, Reopening Plan, and Mission Statement Franklin County Technical School is committed to ensuring all of our students achieve success within their academic and vocational educational programs and continue their college, career, and military aspirations after graduation. However, we recognize that not all student groups have experienced the same achievement level. Based on our review students with disabilities are were identified as not experiencing similar levels of success on MCAS outcomes as their peers. Within the subgroup of students with disabilities we found that students with social/emotional disabilities as reported on their IEPs, were more likely to exhibit withdrawal from school activities as identified from school attendance records, participation in after school activities, SkillsUSA and accessing after school help and supports. These students also exhibited higher failure rates and lower achievement levels. FCTS has hired an Adjustment Counselor and implemented a Tiered Intervention Program, Summer School Academy, and Credit Recovery to help support these struggling learners.

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

Selection for identification for students with disabilities and economically disadvantaged students were a result of data from our recent CPR.

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

The subgroup, which require focused support are: Rural economically disadvantaged students who are also identified as exhibiting a social/emotional diagnosis as indicated on their Individual Educational Plan. An internal review of our special education services as part of our Coordinated Program Review (CPR), identified that our district requires further progress in the area of inclusion services within the vocational shop area. FCTS has hired and assigned a vocational paraprofessional support for students which require additional services within their vocational shop program. In addition, FCTS has developed a credit recovery program for students within the identified subgroup who did not access the curriculum as indicated by failing grades. These unique programs are available for our ELL, special needs, social-emotional, and economically disadvantaged students. This will require a significant increase to hire qualified paraprofessionals, mental health counselors, and additional special education instructors.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Special Ed Teachers** | **385,000** | **Classroom & Specialist Teachers** |
| **2** | **Paraprofessionals** | **50,000** | **Classroom & Specialist Teachers** |
| **3** | **School Psychologist** | **89,000** | **Guidance and Psychological** |

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

## Expanded learning time in the form of a longer school day or year

## Social services to support students' social-emotional and physical health

## Hiring school personnel that best support improved student performance

## Increased or improved professional development

## Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks

Empowering gender equity within the workforce and vocational programs. FCTS has developed and implemented a "Girls in Trade program" as part of the decision-making process during the freshman exploratory period. This program involves all of the female students to be involved in a panel discussion with women vocational leaders from all of the trades offered at FCTS. Young female freshman students experience women leaders from trades that are traditionally held by men. After the panel discussion, freshman students are divided up into small groups to meet panel leaders, be graded on their questions, and offered to learn more about a specific trade, site visit, and meetings. The Women in Trades program has significantly increased female students' interest in non-traditional trades as indicated by shop interests.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Women in Trades** | **30,000** | **Other Teaching Services** |
| **2** | **Gender Equity** | **30,000** | **Other Teaching Services** |

## Focus Area 3: Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Vocational supports for students with disabilities that exhibit deficiencies to access the vocational-technical curriculum and require close monitoring and support. FCTS has one vocational-technical paraprofessional to support more than 75 identified students who struggle to implement instructional concepts related to the curriculum and safety. Due to the high percentage of students with disabilities as identified through their 504 and IEP plans, FCTS is in need of additional support vocational paraprofessionals and instructors to provide a safe learning environment for all during the day and evening programs. FCTS has evening programs (After Dark) in the form of Advanced Precision Machining and Welding. Unfortunately, we do not have the capacity for long term funding for these programs due to budget constraints and availability of instructors.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Vocational Para** | **55,000** | **Other Teaching Services** |
| **2** | **Vocational Instructors** | **310,000** | **Classroom & Specialist Teachers** |

## Focus Area 4: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

FCTS has implemented a Credit Recovery Summer School program for students either coming into FCTS as freshman or all other grade levels which not met the standard (attendance, grades, discipline). Due to budget constraints FCTS has limited this program to 8 freshman or incoming students and 15 for all other grade levels. The purpose of the program is to provide students with the academic/vocational skills they need to achieve at the next grade level. This includes hiring an Adjustment Counselor to work with identified students who exhibit social/emotional and behavioral deficits. 3 additional special education teachers and two mainstream teachers are also part of the program. FCTS has not met its goal to offer this program to more qualified students who present with various learning and behavioral challenges. FCTS would also like to include students who exhibit high achievement and offer advanced placement prep courses to prepare them for college and career readiness.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Special Education Teachers** | **15,000** | **Classroom & Specialist Teachers** |
| **2** | **School Adjustment Counselor** | **5,000** | **Guidance and Psychological** |
| **3** | **English Teacher** | **5,000** | **Instructional Leadership** |
| **4** | **Math Teacher** | **5,000** | **Instructional Leadership** |
| **5** | **Director of Summer Services** | **7,500** | **Administration** |

**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)
* High School Completion: Four-year cohort graduation rate
* High School Completion: Annual dropout rate
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* 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
* Post-secondary Success: Enrolled in college during the first year after high school
* Custom District Metric 1: Cooperative Education Placements
* Custom District Metric 2: GSA membership and program
* Custom District Metric 3: SkillsUSA skills competition
* Custom District Metric 4: Equity Initiative
* Custom District Metric 5: FCTS Community House Project
* Custom District Metric 6: Vocational Gender Equity

**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.*

FCTS is aware of the difficulties associated with transportation for the largest geographically district in Massachusetts (566 sq. miles). Providing transportation to allow identified student subgroups to participate in after school help, clubs, activities, events, and sports is very challenging. FCTS is in need of a transportation structure to provide the availability for students to have the choice to participate in after school activities, but given the long distances and lack of more after school transportation, students are often unable to participate in what they would like to do.

FCTS has established a system to implement Home visits. • FCTS conducts home visits as indicated on student IEP core, initial, or reevaluation as determined by the IEP team. Home visits are also conducted when mutually agreed upon between the district and the legal guardian to address chronic absenteeism, suspension of students, social/emotional needs, evaluations, home assessments, etc. These are conducted by various trained personnel such as SRO, counselors, director of special services or vice-principal or principal.

* Community Partner Organizations: FCTS has established a special education parent council, school council, and parents on administration hiring teams, Guidance Department has established linkages with community agencies to address homelessness, mental health, risk assessments, etc.
* FCTS vocational programs have community partners through their Program Advisory Boards, Coop, Job Shadows, and Industry partners, 501(3)c for additional funding.
* Greenfield Bank and FCTS Housing Foundation is a collaborative effort to build one house per year for a economically deserving family within Franklin County
* Airport Landscaping Collaboration: The Turners Falls Airport provides job shadows, work experience, coop opportunities, shared equipment and resources
* FCTS hosts a breakfast for the Chamber of Commerce to support and fundraise for the community for more than 150 people.
* FCTS Job Fair: FCTS host a job fair for local businesses in all 13 Ch. 74 trade programs. Students visit employers tables, engage in interviews, fill out applications, set up site visits.
* Long Term Care outreach: Cosmetology students perform hand massages for the elderly at various nursing homes and care facilities within Franklin County.

Alternative Family Engagement: Community Meals: FCTS National Honor Society teachers and students help support and work at the local Montague food pantry to prep, prepare, and delivery meals to members of the community.

Media Outreach: • FCTS engages with BEAR Country and WHAI to report various student achievements, advertisements for open houses, career awareness, Local newspapers, Billboards, website, social media, local fairs, and county events.

Community Housing: Greenfield Savings Bank Community Housing initiative. FCTS Builds one house per year for an economically disadvantage family. FCTS also works with the Youth Advisory Board and Community Health Agencies to support youth who are homeless

Food Service Program for Community Meals: COVID-19 Meal services for the Franklin County Community in excess of 60,000 meals for students in family both from within the district and anyone in need outside the district. FCTS has implemented a practice for families engaged in remote learning to pick up a meals for the week.

Food Service transportation for Franklin County was a partnership with Kuzmeskus Bus Co. and FCTS.

Freshman Induction Summer Program: Engaging all freshman parents and introducing them to Ch 74 programs. New parent and student based program has consistently engaged more than 75 freshman parents and 130 students each of the last two years.

**Certifications**

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

Curriculum Sub Committee reviewed the SOA along with the School Council, and faculty. Faculty department heads met with Principal to identify areas of need as part of the SIP. Curriculum Sub Committee discussed the SOA and various initiatives related to summer programming, class sizes, and budget constraints. Parents are associated with the School Council. School Committee was informed by the Curriculum Sub Committee on the various identifiers as outlined in the SOA.

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

Date of Approval: Pending