Student Opportunity Act Plan

Greater Lawrence 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.*

* First language not English students
* 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)
* Hispanic or Latinx students
* White students

*The rationale for selecting these student subgroups.*

These subgroups have the greatest need for additional support.

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

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

GLTS provides support to the highest need’s students of our special population small group academic transition classes as required by their IEP. substantially separate classes are taught by dual-certified special education teachers providing content instruction Students with significant disabilities are identified by the IEP team as requiring the most restrictive environment in order to access their education and receive FAPE.

Increasing staff for students with disabilities and English learners to provide a lower student/staff ratio.

## Focus Area 2: Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Increase vocational-technical faculty members to grow programs Robotics, Landscape/ Horticulture, Bio-Technology Increasing vocational-technical faculty members will allow us to differentiate instruction for all students to ensure their specific needs are met and success in the program.

## Focus Area 3: Supporting educators to implement high-quality, aligned curriculum (E and F)

Academic and Vocational Teachers to review and update curriculum to align to state frameworks. Academic and vocational teachers to work together to develop inclusion lessons in their curriculum. Develop project-based curriculum.

Increase in professional development and higher quality and effective curriculum which will allow us to focus on the latest skills necessary for academic and vocational success.

## Focus Area 4: Dropout prevention and recovery programs (I)

Provide students the opportunity to get support/counseling and extra academic and vocational support when disciplined for major offenses. This should result in lowering our dropout rate over the next couple of years and help motivate students to work harder in their vocational programs.

**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
* High School Completion: Four-year cohort graduation rate
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: Higher Co-op Placement 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.*

* Increasing parent meetings.
* Working with staff to improve ongoing communications with parents and guardians.
* Increasing school events in order to promote parent involvement.
* Utilizing parents for tutoring students.
* Offering evening programming in which students and parents can engage in during after school hours such as book and poetry clubs, shop projects

**Certifications**

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

We are planning a meeting with all our shop and academic advisors to review and get their feedback on the Student Opportunity Act during the month of February 2021. We will also present the plan to our school council at the February meeting.

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

Date of Approval: Pending