Student Opportunity Act Plan

Nashoba 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.*

The average percentage of students with disabilities at Nashoba Valley Technical High School for the past five years has been 35%. This population has seen great success in terms of graduation rates, technical program proficiency and certification attainment, attendance rates, and even advanced coursework participation; however, it has continued to struggle with reaching proficiency particularly in Mathematics. A review of our MCAS 2.0 data from 2019 shows that only 38% of our students with disabilities subgroup scored proficient or higher on the Math exam. Similarly, in looking at our Perkins indicators, this has also been an identified area of need for a number of years, as we have not met our Perkins target for 1S2 (math performance for students with disabilities). In looking at our Accountability data, our students with disabilities subgroup actually decreased by one point from 2018 to 2019 for both mathematics achievement and growth percentile.

Improving our students' math performance is of utmost importance to Nashoba Tech, especially in light of the fact that, as a technical school, many of our students will be called upon to utilize math skills in their future careers. This is an effort that is important to our entire school community, including academic and technical staff, our cooperative placement and advisory board members, and our families. We are committed to fulfilling our mission of providing "the highest quality academic and technical education possible to prepare our students college and career paths leading to success in an ever-changing technological world by providing multiple pathways to meet the learning needs of our students" (Nashoba Valley Technical High School Mission Statement).

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

Nashoba Valley Technical High School always strives to meet the needs of all of our students. The first two priorities in our strategic plan, "advancing high quality academic and technical instruction" and "fulfilling the needs of all learners," have served as the cornerstone for initiatives put in place over the last four years. Nashoba plans to further implement and deepen our work on three initiatives borne from these tenants.

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

Skills for Success Class for Students with Disabilities (SWD): In analyzing the needs of our growing special education population, we found that student needs had changed over the last several years. Simply focusing on academic deficiencies was not sufficient. Students have an increasing need for assistance with executive functioning and overall processing skills. To address this need, Nashoba implemented a "Skills for Success" class two years ago. We have allocated two moderate disabilities instructors for this course, as well as a paraprofessional to work with students within the inclusion classroom environment. We plan to continue this course and to provide professional development to all staff on the nature of executive function disabilities and how we can all help assist students.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Moderate Disabilities Teachers (2)** | **190,000** | **Classroom & Specialist Teachers** |
| **2** | **Paraprofessional (1)** | **38,000** | **Other Teaching Services** |
| **3** | **Professional Development on Executive Functioning** | **5,000** | **Professional Development** |

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

Curriculum Alignment Project: In 2019, Nashoba Tech began a Curriculum alignment project. Teachers have been in the process of reviewing, realigning, and re-developing their curriculum to better align it with state frameworks and the needs of students. To assist them with this project and to create a depository for all curriculum in the future, we have purchased the instructional management software module for our student management software, Aspen X2. This software will link the curriculum scope and sequences directly to the courses allowing ease of access for any teacher assigned to the course. The next phase of the project is to create an electronic lesson plan template for use within X2 and to pilot the use of the online assessment component. With the transition to MCAS 2.0's digital format, online assessments will be instrumental in preparing students to interact with the digital platform. This existing initiative carries a yearly cost and requires the training of the teachers in the various tools. Therefore, professional development from Aspen is a crucial component of this initiative which we plan to continue to offer.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Aspen X2 instructional Management Software Module** | **1200** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Professional Development on X2 IMS Software** | **1500** | **Professional Development** |

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

IXL Math: To improve the achievement and growth of all of not just our students with disabilities, but all of our students, on the MCAS 2.0 Mathematics exam, Nashoba Tech is currently piloting the usage of IXL Math with students in grades 9 and 10. This online program provides targeted support for students in math aligned to the Massachusetts curriculum frameworks in mathematics. To date, analysis of preliminary data from the pilot is promising, and we plan to continue the usage of the program with students in grades 9 and 10 beginning in September of the 2020-2021 school year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **IXL Math Enrichment Software** | **5000** | **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) Custom District Metric 1: Perkins V 2S2
* Custom District Metric 2: Annual Special Education Program Evaluation Custom District Metric 3: Annual Staff Professional Development 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.*

The third objective of Nashoba Tech's strategic plan is "engaging all stakeholders." We recognize the importance of involving all stakeholder groups in the school to ensure that all pertinent views are heard and that the needs of all parties can be met in a productive manner.

Nashoba utilizes various means of electronic communication in an attempt to reach as many families as possible, including the school website and social media accounts, a weekly Principal's email, and the student information system. The school mobilizes our Design and Visual program on a regular basis to create customized mailings to reach our current families, middles school students, community members, and members of the business community. Our staff regularly attends community events, whether that be volunteering at a road race, setting up a booth at the Fourth of July parade, or attending town meetings. Annually, advisory councils for special education and our technical programs meet several times a year to provide input into the schools programming and the school holds two open houses as well as a parents' night. Nashoba has also begun using Google Forms to send surveys to stakeholder groups to gather additional information which can be analyzed and quantified for planning purposes.

**Certifications**

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

The SOA was included on the agenda for the spring advisory meetings for Special Education and the General Advisory Committee for Career and Technical Education, and the Budget Sub-Committee of the School Committee.

A Google Form was created to gather input from a wide swath of stakeholder groups regarding the SOA. The form explained the purpose of the SOA and the data gathering, and requested input on priorities regarding the SOA program categories. The form was disseminated through the Aspen X2 portal, the weekly Principal's email to all staff and parents, School Committee, and sent to all members of our Technical Program Advisory Committees.

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

Date of Approval: 03/10/2020