Student Opportunity Act Plan

Northeast Metropolitan 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

*The rationale for selecting these student subgroups.*

We have based our selection of the student subgroups above on our profile on the DESE website.

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

## Focus Area 1: Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

We have asked for an additional Robotics Teacher and a Carpentry Teacher. In order to expand access to these two career- technical programs we need an additional teacher in each. Currently we have more requests for these two programs than we have available space due to staffing limitations. Students often are placed in their second or third choice career/technical program because we can't take more students in these two programs. Opening more spots in these two career/technical programs offers students in our identified sub-groups more opportunities to be placed in these programs.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **1000.0815.2700.2305.3.01.99.5111** | **87,561.00** | **Classroom & Specialist Teachers** |
| **2** | **1000.4569.9905.2305.3.01.00.5111** | **85,065.00** | **Classroom & Specialist Teachers** |

## Focus Area 2: Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers (B and D)

We have asked for an additional Foreign Language Teacher, non-Spanish language. We currently offer one foreign language- Spanish. We have a high percentage of Hispanic students (34.8% according to our 2019-2020 District Profile) and would like them to be able to take a true foreign language, not simply their native Spanish. We believe the ability to offer an additional foreign language will expand our Hispanic students' access to enrichment opportunities as well as more properly prepare them for post-secondary education.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **1000.1147.4601.2310.2.01.00.5111** | **69,602.00** | **Classroom & Specialist Teachers** |

## Focus Area 3: Increased personnel and services to support holistic student needs (C and/or D)

We have asked for a Library/Media Specialist. Northeast Metro Tech has not had a Library/Media Specialist for the past ten years due to budgeting constraints. Our Library/Media Center is unstaffed, and students are not able to utilize this area other than after school for extra help sessions facilitated by teachers. We would like to develop and administer an integrated school library/media program. A Library/Media Specialist would instruct students and staff in the effective use of the media center, information and technology literacy skills, and use of equipment. The Library/Media Specialist would implement a results- oriented information and technology literacy skills curriculum integrated with subject area curriculum through collaboration with teachers. We believe this would empower all our students, including students in our identified subgroups, to be critical thinkers, enthusiastic readers, skillful researchers, and discerning, technologically literate, ethical users of information.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
|  |  |  |  |
| **1** | **1000.4566.0700.2340.0.01.00.5111** | **66,115.00** | **Instructional Leadership** |

## Focus Area 4: Another evidence-based program proposed by the district-Effective data use to improve teaching and learning and build equity.

We have asked for a Data Specialist. We believe a Data Specialist looking at all our data - attendance, discipline, grades, standardized test scores (MCAS, AP), student demographics, etc. would contribute greatly to our ability to close the achievement gap for our identified subgroups. A Data Specialist would inform our adoption of high-quality curricular materials and allow for us to provide focused professional development for all our teachers, linking professional learning directly to improved teaching and learning. The Data Specialist will collaborate with our newly hired Diversity Coordinator to promote inclusion.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
|  |  |  |  |
| **1** | **100.0737.3400.1450.9.03.00.5113** | **0** | **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: Extended engagement rate (5 year cohort grad rate plus percentage of students who are still enrolled)
* 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
* Post-secondary Success: Persisted in college into the second year

**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 consists of twelve cities and towns north of Boston. We have many strong school-community partnerships already in place that support wrap-around services and enrichment experiences for all students. For example, through our Co- Operative Education Program we have well-established relationships with local businesses in nearly all twelve of our communities where our students work in their chosen career/technical field, gaining real-world experience. Our new Diversity Coordinator has an office located in Chelsea, one of our twelve districts, where the community has direct access to Northeast through this office. The Superintendent/Director, Principal/Deputy-Director and Finance Officer attend Finance Committee meetings, City Council meetings, School Committee meetings and Town Meetings in all twelve communities to update each community on student needs, progress, etc. of students from those communities. As a vocational school, we also have two Program Advisory Committee meetings each year, fall and spring. Each career/technical program has an individual Advisory Board consisting of the instructors, students, parents and community representatives of the specific career/technical area.

These Advisory Boards make recommendations to the Superintendent/Director concerning new technology and materials in the designated career/technical area that our students would benefit from gaining experience with. This input from the professionals in each career/technical area informs our purchase of equipment and materials so that our vocational students are always working with the most up-to-date information/materials.

**Certifications**

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

Each individual career/technical Program Advisory Board was given a series of questions to respond to and submit to Finance Officer.

The Academic Program Coordinator, the Academic Department Heads and the Principal-Deputy Director discussed the academic needs of the school.

The Finance Officer, Principal/Deputy-Director and Superintendent/Director finalized the components of the Student Opportunity Act.

The Superintendent/Director presented the request to the Northeast School Committee, which approved the submission in March 2020.

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

Date of Approval: 03/12/2020