Student Opportunity Act Plan

Northern Berkshire 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
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

These student subgroups were selected because they are the subgroups represented in the district's student population. Any other subgroups represented in our student population do not meet the threshold of a cohort size as established by DESE.

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

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

We will be adding additional faculty to our teaching staff to help reduce class size specifically in our ELA, special education, and science/mathematics programs. This will help to close achievement and opportunity gaps for all of our students but specifically for our subgroups as we are in an inclusion school so our three existing sub-groups are directly impacted by these class sizes being reduced. Additionally, we will be sending our science and mathematics faculty (both new and current) to various professional development opportunities aimed at diversifying our science and mathematics course offerings to provide greater opportunities for all of our students including those belonging to our subgroups. The professional development will center on the development of computer science and engineering courses specifically.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Professional Salaries** | **191000** | **Classroom & Specialist Teachers** |
| **2** | **Professional Development** | **12890** | **Professional Development** |

***Focus Area 2:*** Dropout prevention and recovery programs (I)

The district will also increase its on-time remediation programs and MCAS remediation and preparation programs. Both of these programs offer targeted support to students who are at high-risk for poor MCAS performance, have failed MCAS, or are currently failing a course. Each remediation approach is different as detailed below.

* High risk for poor MCAS performance- Students are recruited for participation in an after-school MCAS prep program (one program for each subject) in the weeks leading up to the test(s). MCAS prep programs are developed and taught by our faculty.
* Failed a section (or section) of the MCAS exams- Students are given intensive remediation services during the school day with a member of our school staff. These remediation sessions are conducted in groups of 3 students or less.
* Failing a course- Students who fail a course at the end of a quarter are recruited for our on-time-remediation program through the teacher-supervised use of Edgenuity software after school. Edgenuity courses are custom-developed by the district to reflect the specific content covered during that quarter the student failed.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Professional Salaries** | **33311** | **Classroom & Specialist Teachers** |
| **2** | **Professional Development** | **4000** | **Professional Development** |

**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.*

* Custom District Metric 1: Pass/fail rates
* Custom District Metric 2: Average class size numbers
* Custom District Metric 3: MCAS achievement rates
* Custom District Metric 4: % of EWIS identified students participating in MCAS preparation programs

**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.*

We will incorporate parent and student input from our Special Education Parent Advisory Council (SEPAC) meetings, School Council meetings, Advisory Committee meetings, and individual Team meeting outcomes.

**Certifications**

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

We involved our Special Education Parent Advisory Council (SEPAC), School Council, and Advisory Committee in our formulation of this plan.

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

Date of Approval: 01/14/2021