Student Opportunity Act Plan

Pathfinder 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.*

As noted in our School and District Improvement Plan, Pathfinder Regional Vocational Technical High School District (PRVTHSD) is committed to ensuring all of our students achieve success in school and after graduation. A newly created Data Team has been reviewing and sorting district data. This teams work will continue and expand in upcoming years. Based on a review of our district data, students with disabilities and economically disadvantaged students are not experiencing the same level of MCAS outcomes or other standardized testing measures as their peers. Additionally, district data shows that student retention rates are higher for subgroups in grades 9/10 compared to grades 11/12. We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district and school staff, but also our families and community. This work will be guided with the assistance of an Instructional Leadership Team.

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

Over the past several years, PRVTHSD has begun to adopt strategies that focus on meeting the needs of our students. We intend to continue and deepen our work on four important initiatives already underway.

Focus Area 1: Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers (B and D)

Our students in most if not all subgroups are struggling with dramatically increased levels of anxiety and depression. As is reflected in nationwide studies, these mental health issues have been exacerbated by COVID-19 and the resulting disruptions to normal life. Students need support in handling their emotions and coping with stress now more than ever. In response to this need, Pathfinder RVTHSD has implemented STEPS-A (Skills Training for Emotional Problem Solving for Adolescents) for all 9th and 10th grade students. It will be expanded to include all grade levels in future years. STEPS-A is an evidence-based social emotional learning (SEL) curriculum based on the clinical intervention of Dialectical Behavioral Therapy (DBT). The curriculum is designed to increase students' skills with emotion regulation, decision-making, interpersonal effectiveness, and problem-solving skills. A cross-section of teachers has been trained to implement this curriculum, and additional teachers will be trained in the coming years as the program expands.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **STEPS-A Stipends and Training** | **28000** | **Professional Development** |
| **2** | **Prof Skills Teachers (x2)** | **180000** | **Classroom & Specialist Teachers** |
| **3** | **Mod. Disabilities Teachers (x2)** | **142000** | **Classroom & Specialist Teachers** |

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

Professional development will be enhanced and continue in alignment with our School and District Improvement Plan focusing on family and community engagement (Standard 3). Ribas Associates or a similar provider will continue to host trainings and workshops with our staff and expand on previous offerings.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Staff workshops** | **20000** | **Professional Development** |
| **2** | **Inclusion and Remote PD** | **5000** | **Professional Development** |

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

We continue to develop partnerships with outside agencies, including the Massachusetts Rehabilitation Commission (MRC) and the Department of Developmental Services (DDS) in order to assist students in their transition to post-secondary life.

Work is also continuing on improving transition planning services by identifying-- and when necessary developing --transition planning assessments to identify unique student needs.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Inclusion and Remote PD** | **5000** | **Professional Development** |

Focus Area 4: Supporting educators to implement high-quality, aligned curriculum (E and F)

We are continuing to offer literacy instruction students. We are continuing to utilize and expand the use of assistive technology- including text- to- speech; speech- to text (voice dictation), and word prediction that assists students in reaching their academic potential. Bookshare is also being utilized and expanded, which is an organization that provides books in digital format for individuals with visual and learning disabilities.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Assistive Technology** | **8000** | **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: 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 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

**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.*

PRVTHSD recognizes that family engagement is critical to ensuring successful outcomes for all students. As outlined in our School and District Improvement Plan, family engagement is a priority focus. We are continuing, expanding, and implementing new ways to effectively engage families in several subgroups. It's particularly important for us to engage families in subgroups that are economically disadvantaged and students with disabilities.

We recognize that existing family engagement opportunities at PRVTHS may need to be expanded to effectively reach all families. Some of the engagement and outreach initiatives that are currently in place include; Career Night (this is an evening opportunity for students and families to visit the school, enjoy a spaghetti dinner, and explore various services and offerings); Summer Bridge Program (this is a one week program for students to transition to high school, it includes a full day of development for parents); Emotional Intelligence Workshop (this is a new workshop that is held for parents and students to better connect them with PRVTHS and with each other).

Therefore, in addition to numerous ongoing offerings, some of which are listed above, we are committing to piloting Tour Tuesday's where families and students will enroll in a 20-minute private tour held during school day hours and evening hours to meet with various staff and observe offerings. We are implementing staff workshops through Ribas Associates to train staff on best practices regarding family and community engagement. Professional development from ContextEdu will be offered with a focus on remote learning and creating a continuity of experience from learning in school to learning remotely. These training sessions will provide staff with tangible examples and ideas to increase student engagement with in-person and remote lessons. These offerings will be expanded over the next several years. We are also committing to expanding our Parent Advisory Council by communicating through additional methods including social media, email, and with surveys to increase involvement. These initiatives will specifically target students with disabilities and economically disadvantaged students. We will measure the success of our initiatives through surveys, year-to-year comparisons, and other measures.

**Certifications**

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

PRVTHSD partnered with many stakeholders and groups to lead our family and community engagement efforts and other efforts outlined above. The following groups were engaged: Student Ambassadors, Instructional Leadership Team, Data Team, Pathfinder Education Association, Pathfinder Professional Development Committee, and the Program/General Advisory Committee. Various surveys have been utilized and will continue to be expanded.

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

Date of Approval: 01/13/2021