Student Opportunity Act Plan

Quabbin

# 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

*The rationale for selecting these student subgroups.*

The mission of the Quabbin Regional School District is to provide a collaborative and inclusive learning community dedicated to ensuring that all students discover and develop their individual talents, achieve academic and personal fulfillment, and become responsible citizens and members of our global society. We are committed to ensuring all of our students achieve success in school and after graduation, as evidenced by our strategic plan objectives:

* Academic Growth
* Foster continuous learning and growth for all students and staff in order to improve student academic achievement. Social & Emotional Growth
* Foster the well-being of all students and staff in order to develop the emotional resiliency, personal motivation, and intellectual curiosity that supports academic achievement

We acknowledge that not all student groups have experienced the same level of success to date. Based on a review of our district data, our students with disabilities and our low-income students are not experiencing the same level of MCAS outcomes and graduation rates as their peers.

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 staff, but also our families and community.

**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)

Enhancing Effectiveness of Social Emotional Supports for Students

After reviewing data related to hospitalizations, suspension rate, student discipline records, and IEP services related to social and emotional well-being we determined that the therapeutic supports that were in place for students across the district were not adequate to meet student needs. In the 2019-2020 school year we piloted a new Therapeutic Learning Center for elementary level students, and evaluated the effectiveness of our existing Therapeutic Learning Centers for students enrolled in our middle school and high school programs. In FY 21, we fully implemented the Elementary Therapeutic Learning Center and Enhanced the services and supports available to students in our middle and high school Therapeutic Learning Centers by combining the programs and shifting the staffing pattern to significantly increase clinical supports by adding a head clinician to help oversee district wide Therapeutic Programs and two clinicians, one at the Elementary level and one at the secondary level. We also added a secondary level adjustment counselor. In FY 22 we plan to continue to expand services offered in our Therapeutic Learning Centers to increase student success.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Head Clinician (0.7 FTE)** | **42,726.00** | **Guidance and Psychological** |
| **2** | **Elementary Clinician (1.0 FTE)** | **62,868.00** | **Guidance and Psychological** |
| **3** | **Secondary Clinician (0.5 FTE)** | **28,767.00** | **Guidance and Psychological** |

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

Continue Alternative High School Program

After review of drop-out data, graduation data and data from students leaving Quabbin Regional High School to enroll in alternative high school programs in neighboring districts, we determined that our existing credit recovery and intervention supports were not effective in reducing our drop-out rate and increasing our graduation rate for students who had fallen significantly behind in credits. In FY20, we piloted an Competency-based Alternative High School Program to address this need. In FY 21 we fully implemented the Competency-based Alternative High School Program for students who are academically more than 2 years behind their same aged peers and have not been successful in a traditional high school model. In FY22 we plan to continue to expand services offered in our High School Alternative program to increase student success.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Head Clinician (0.3 FTE)** | **18,311.00** | **Guidance and Psychological** |
| **2** | **Secondary Clinician (0.5 FTE)** | **28,676.00** | **Guidance and Psychological** |
| **3** | **Content Area Teachers (1.0 FTE)** | **87,444.00** | **Classroom & Specialist Teachers** |

## Focus Area 3: Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Expand Innovation Pathways Program

Review of data from our stakeholder surveys conducted during the development stage of our strategic plan indicated the need for development of "vocational-type" programming that would prepare our students to enter the workforce immediately after graduation or to pursue post-secondary education in high demand STEM fields. In examining our local needs through the Regional Blueprint data, we pursued and received authorization to offer to Innovation Pathways, in Information Technology and Manufacturing. We partnered with the North Central Masshire Regional Workforce Development Board along with local industry such as Starrett and Quabbin Wire to help meet our stated goals. Our program was first implemented in FY19. In FY20, we were able to obtain a Skills Capital Grant to support the purchase of additional equipment to increase opportunities to learn in-demand skills on industry standard equipment. In addition, we revised our high school department structure to create an Innovation Pathways Department with a stipended leadership position of Innovation Pathway Academic Coordinator. In FY21 program expansion includes: the addition of Project Lead the Way (PLTW) Modeling and Design Course for students in grades 7 and 8, and the addition of PLTW course Computer Integrated Manufacturing for grades 11 and 12.

This expansion of our current High School PLTW offerings will ensure that our curriculum is industry aligned and could potentially provide college credit for passing the externally moderated exam. This expansion is along two tracks: Engineering and Design and Information Technology. We have a multi-year roll out that includes a total sequence of 6 such courses. In order to create more effective work spaces for use of the equipment that Innovation Pathway Students use we redesigned and updated classroom spaces. In FY 22 In the Middle School, we will be adding Computer Science for Makers for all eighth-grade students, to provide them with earlier exposure to industry aligned courses with the hopes that this will feed our High School Innovation Pathway program.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Innovation Pathways Teaching Staff (3.8 FTE)** | **329,414.00** | **Classroom & Specialist Teachers** |
| **2** | **Costs to renovate Innovation Pathways Learning Spaces** | **5,535.00** | **Operations and Maintenance** |

**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
* 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
* Custom District Metric 1: Number of career/technical courses offered
* Custom District Metric 2: Number/percentage of students completing Innovation Pathways Program and entering the workforce and college/continuing education in a STEM field
* Custom District Metric 3: Percentage of student body enrolled in IP Programs
* Custom District Metric 4: Student Wellness Survey Results

**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 recognize that existing family engagement opportunities in our school district have not been particularly successful in engaging all families. In an effort to identify strategies that will increase family engagement we will survey families to gain a better understanding of their needs and their choice of options for interaction with educators in the school district. We will use the survey data to develop a family engagement plan targeted to the families of low-income students and students with disabilities. We will measure the success of the newly implemented engagement strategies by surveying families as well as tracking the numbers and demographics of families that consistently engaged with our schools as a result of our outreach.

**Certifications**

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

The Quabbin Regional School District and it's five member towns have partnered with the Collins Center from UMASS Boston, and Central Massachusetts Regional Planning Commission recently to complete comprehensive studies to inform the future of both the school district and our members towns. Through these studies parents, faculty, students and community members were engaged in focus groups meetings, surveys and public forums to gain insight as to values of the communities as they related to education. This data, along with review of student data, more recent parent surveys conducted by the school district and data related to the workforce trends and needs in collaboration with the North Central Regional Workforce Board informed development of our QRSD Strategic Plan. The Strategic Plan objectives as mentioned above, align with the priority areas chosen for this SOA 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