Student Opportunity Act Plan

Somerset Berkley Regional

# 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.*

The Somerset Berkley Regional School District's mission is for ALL students to achieve excellence. We challenge all students to establish individual goals; engage in innovative problem solving, develop effective communication skills; use technology responsibly, and become positive contributors to society, thus achieving their full potential in a rigorous, relevant, and safe learning environment. We inspire and guide students to inquire, adapt, persevere, and innovate as they prepare for life after high school. However, not all students are achieving at the same rates. Based on a review of our district data, Somerset Berkley's students with disabilities and high needs students are not experiencing the outcomes on MCAS nor are they graduating at similar rates. For instance, whereas 70% of all students met or exceeded the expectations in English Language Arts, only 12% of students with disabilities did so. Furthermore, the 2019 four-year graduation rate for all students was 95.4% whereas 74.4% of students with disabilities graduated within four years.

The new chapter 70 funds will be used to close these achievement gaps among our students with disabilities and high needs subgroups and to provide more college and career readiness opportunities for all students.

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

Somerset Berkley Regional High School (SBRHS) expanded its use of inclusion in FY20 through the addition of a special education teacher. We intend to continue and deepen our work in this area by maintaining this position, adding a reading specialist (none currently exist at SBRHS), and offering professional development to teachers on co-teaching instructional models and inclusion. SBRHS received designation from DESE this year to implement three innovation pathways programs, with new courses being offered in FY21. Innovation pathways will give all students the opportunity to earn early college credit, gain valuable career-readiness skills, while increasing student engagement and interest.

## Focus Area 1: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

SBRHS added a special education inclusion teacher in FY20 and will be sustaining that position in FY21 despite significant budgetary challenges. Additionally, we plan to add a reading specialist to our staff at SBRHS to support students who are two or more years behind in grade-level reading, inclusive of students with disabilities.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Inclusion Teacher** | **100,000** | **Employee Benefits/Fixed Charges** |
| **2** | **Reading Specialist** | **100,000** | **Employee Benefits/Fixed Charges** |
| **3** | **Inclusion PD** | **10,000** | **Professional Development** |

## Focus Area 2: Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

SBRHS has been designated for three innovation pathways -- Healthcare, Biotechnology, and Computer Science. The Southeast Regional Planning Blueprint identifies critical trends in occupational employment history with a concentration of healthcare occupations among the fastest growing jobs, including healthcare support occupations. The Blueprint identifies among the top three challenges facing the region's business and industry over the next five years as the ability of employers to find workers with the right skills sets, the potential employees' lack of work readiness skills, and the need for workforce training and development of entry-level employees.

The Blueprint identified the top three industries that are most important to the region's economic success. First among these is healthcare, which accounts for 35% of the total job growth in the Southeast region over the past seven years with its 11,127 separate employers. A supply gap analysis shows many healthcare occupations with low ratios of qualified individuals per job opening, including medical records and health information technicians (0.65 qualified individuals per opening).

Another industry that has been identified as critical to the Southeast region's success is Professional and Technical Services, which has shown steady job growth (8%) from 2013-2016 as well as increased wages (8.67%) over the same time. The computer and information technology (IT) positions within this sector cut across multiple industry sectors, are in high demand, and are also shown to have low ratios of qualified applicants per job opening, ranging from 0.15 to 0.70. Computer network support specialist jobs, which require an Associate's Degree, has a median wage of $94,261 in the Southeast Region. Lastly, this Blueprint also describes the region's efforts to attract biotech companies and the readiness to "attract knowledge-based occupations that offer high wages and career ladder opportunities."

With already high student interest in health sciences, life sciences, and technology-based programs of study; high student enrollment at Bristol Community College; a community-guided strategic plan that identifies dual enrollment and capstone projects as priority areas; and a regional economic blueprint that identifies our targeted industries as critical to the success of the Southeast Region, establishing these Innovation Pathways will bring about greater opportunities for our graduates while helping to address regional occupational demands. Obtaining and enhancing valuable skills that colleges and employers demand are crucial to best prepare students for their futures after high school. Early college learning as well as completing mentoring or internship experiences, in the form of capstone projects, are an essential component of the SBRHS strategic plan to achieve our goal of students' future readiness.

To help us achieve this vision, SBRHS will be implementing several Project Lead The Way (PLTW) courses in FY21 in areas of computer science and biomedical sciences. We will be requiring a capstone/mentoring coordinator, a new STEM teacher, and professional development and equipment to implement these new programs.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Capstone/Innovation Pathways Coordinator** | **100,000** | **Employee Benefits/Fixed Charges** |
| **2** | **Project Lead The Way Teacher** | **90,000** | **Employee Benefits/Fixed Charges** |
| **3** | **PLTW equipment** | **12,000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **PLTW PD** | **8,000** | **Professional Development** |

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

SBRHS will be developing a school-wide Social-Emotional Learning (SEL) plan to address the growing needs of students to better support students' social-emotional health. Part of this plan will include the provision of SEL-related professional development for staff.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **SEL Professional Development** | **10,000** | **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.*

* 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
* Custom District Metric 1: SEL-related survey data

**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.*

Stakeholder engagement is critically important in Somerset Berkley to ensure we are on the right path to achieve successful outcomes for all students. On January 25, 2020, a group of approximately fifty-five school community members gathered to begin developing the vision of the Somerset Berkley Regional High School graduate and the next district strategic plan. This group of individuals consisted of parents, students, teachers, administrators, school committee members, local business leaders, and other members of the community. This group included special education parents, teachers, and administrators. This event allowed participants to discuss what things we are doing well, what things we need to improve upon, and what things we need to begin doing that are currently not happening.

On March 5, the SBRHS faculty was presented with the draft plans and were given the opportunity to comment and provide feedback. Lastly, on March 18, members of the public were able to comment following the presentation of the draft plan at the Somerset Berkley Regional School Committee meeting.

**Certifications**

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

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

Date of Approval: 03/30/2020