Student Opportunity Act Plan

South Shore 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

*The rationale for selecting these student subgroups.*

Our data analysis of 2019 accountability data indicates that our SWD subgroup did not perform as well as the general population as it pertains to MCAS achievement scores.

A review of 2020 preliminary accountability targets indicates that our high needs and economically disadvantaged subgroups have chronic absenteeism rates above 10%. These would be our target areas for improvements of chronic absenteeism rates.

We believe that initiative already underway will make a positive difference.

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

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

Through the use of district budget funding and IDEA grants, the district is expanding its resources to serve the nearly 30% SWD population. Starting in 2018 the district provided professional development resources and PLC time to expand co- teaching with regular education and special education personnel. The district also employed an English Learner instructor who is working in a co-teaching model with EL students (This population is too small to be on state accountability reports, but it is important to note the recent addition of resources here). Going forward, we further intend to provide consultation support students in Chapter 74 programs, which we believe will build the capacity of all teachers to make modifications and accommodations to instructional activities and assessments.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Special Education Teacher** | **80,000** | **Classroom & Specialist Teachers** |
| **2** | **0.1 FTE English Learner teacher** | **10,000** | **Classroom & Specialist Teachers** |

## Focus Area 2: Increased personnel and services to support holistic student needs (C and/or D)

District efforts at supporting students social/emotional well-being and academic achievement have taken on a targeted approach in recent years. Student mental health, transitional issues, and chronic absenteeism has been more prevalent in recent years, and the district has devoted resources to help support families and students and have as many students as possible attend school.

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|  | **FY21 budget item** | **Amount (enter number, do not use the****$ character)** | **Foundation Category** |
| **1** | **Attendance monitor .25 FTE paraprofessional** | **10,000** | **Other Teaching Services** |
| **2** | **Transitional support for students returning to school .25 FTE paraprofessional** | **10,000** | **Other Teaching Services** |

**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
* High School Completion: Annual dropout rate
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

**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.*

The district is expanding its communication outreach to families through the establishment of liaisons (paraprofessionals and professional Special Education staff) who will serve as a guide for parents and students with disabilities. The liaison is knowledgeable in inclusive practices and social and emotional strategies and will collaborate with Team members and content and vocational teachers to advocate for students.

With regard to district outreach for families of students with chronic absenteeism, we provide regular outreach to families through our attendance monitor, who makes daily calls to families of absent students. Our administrators meet regularly with parents and students of students who are on the verge of being chronically absent, and we make use of behavioral contracts to help keep students on track and solidify the parents direct involvement in the child's success.

The district also has a student support team consisting of the administrators, special education, SRO, school nurse and counselors who meet twice per week to discuss action planning for students at risk, and the chronically absent student is always part of the team's discussions.

We engage with families on a monthly basis during the school year through our School Council, Parents Association and also via a monthly newsletter that encourages parental engagement on attendance and SEL priorities. These meetings are promoted using direct email and social media promotion.

**Certifications**

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

Our administrative team sought feedback from our School Council and Parents Association, given the limited time frame. Discussions were also undertaken with academic instructors regarding the integration of an English Learner teacher and additional special education staffing planned for 2020-2021. The School Committee voted to approve this plan at its March 2020 regular meeting.

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

Date of Approval: 03/18/2020