Student Opportunity Act Plan

Southeastern 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.*

* First language not English students
* English learners and former English learners
* 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)
* African American/Black students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students
* White students

*The rationale for selecting these student subgroups.*

Southeastern has chosen these subgroups because they are among our district's lowest performing and marginalized students. These sub-groups would benefit most from the enhancements, improvements, and targeted areas of support.

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

Southeastern Regional is committed to providing students opportunities to be successful not only in high school but through preparation for college, career, or both. Our student population comes from the nine local communities, including the city of Brockton. 48.1% of our students are classified as high needs. Our student population is 33.1% are economically disadvantaged, and 13.9% receive special education services and 22.4% are English as a second language. Southeastern is committed to narrowing achievement gaps as well as expanding opportunities for all students, our community, and our families by focusing on 4 major initiatives.

## Focus Area 1: Early College programs focused primarily on students under-represented in higher education (I)

Early College Programs & Deeper Learning Initiative: Southeastern Regional will continue to utilize our Early College High School program to close opportunity gaps for our marginalized students and will focus on populations that may be underrepresented in higher education. We will continue to partner with Massasoit Community College to increase the number of students that have access to college courses while enrolled in our high school. We are in the second year of the Early College High School Designation process. Starting in 2018-2019 school year, we piloted dual enrollment courses with 44 participants. Of this pilot group, 23 chose to move on to a pure dual enrollment program on Massasoit's campus this school year. In addition, 63 students have taken at least 1 course on our campus, with an additional 40 taking a Summer I session. We anticipate around 40 additional students moving to the college campus in FY 21. We anticipate that 13 graduates of the class of 2021, will earn an Associate's Degree the day after they receive their high school diploma, and certificate of occupational proficiency from Southeastern. We anticipate that this number will double to 26 the following year. We will continue to expand access to all grade levels so that equitable entry points can be made at any time within a students' sophomore, junior, senior year. We will build in additional support throughout the school day by offering Directed Study opportunities for students to receive targeted assistance with their dual enrollment courses. In addition, we will employ one full time Dual Enrollment Coordinator to assist students with the course registration process, communication with Massasoit, and working on degree works college forms that will provide guided academic pathways for each student.

In addition, we will provide Deeper Learning Initiatives to all of our core academic classes. Southeastern committed to expanding access to rigorous coursework and to helping all students make meaning of learning by engaging

in deeper learning. Our curriculum units focus on essential questions to ensure that students study instructional units that are conceptual as opposed to units focused on basic skills and recall activities. Southeastern students recognize in academic classes that the skills they develop are important because they are transferrable across content areas in school and are urgent in being successful with real world tasks. All students have access to specific enrichment deeper learning opportunities in core academic courses based on essential questions. These deeper learning assignments, projects, and events are optional enrichment opportunities that contribute to a student's total points in a course. If a student successfully completes 75% of a course's deeper learning assignments, s/he will earn .5 additional weight for this course. In addition, Southeastern will provide progress monitoring reports for all core subjects that assess and communicate with parents annually, the students beginning and end growth reports.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Early College High School** | **$300,000** | **Other Teaching Services** |
| **2** | **Early College High School Coordinator** | **$90,000** | **Instructional Leadership** |
| **3** | **Dual Enrollment Parent Information Session Materials** | **$5,000** | **Instructional Materials, Equipment, and Technology** |

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

Southeastern will continue to expand access to career and technical education in two ways: increasing enrollment by 7% and through expanding our ""After Dark" district vocational partnership with Brockton High School. Southeastern is currently piloting the SOAR Program for students from Brockton. Students currently are enrolled in (3) CTE programs. Southeastern has submitted applications to expand to (9) vocational programs for the 2020-2021 school year. Through this After Dark district- vocational partnership, 120 students will have access to career & technical education each year by completing 900 hours of rigorous vocational curriculum. The cornerstone of career curriculum, will provide students targeted career counseling that educates students on pathways necessary to earn industry recognized credentials, pursue additional post-secondary technical training, or professional careers through additional college education. In addition, Southeastern will submit an application to add a Chapter 74 program in Computer Engineering and Cyber Security. This will assist local industries with filling labor market demands in this sector and provide additional high wage cooperative education opportunities for our students.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
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| **1** | **SOAR Program Teachers** | **$200,000** | **Classroom & Specialist Teachers** |
| **2** | **.5 CTE Teacher** | **$40,000** | **Classroom & Specialist Teachers** |
| **3** | **Supplies/Promotional Materials** | **$15,000** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 3: Community partnerships for in-school enrichment and wraparound services (C)

Restorative Practices: Through Southeastern's Restorative Practices, the most at risk students will receive additional supports needed to prevent drop out and graduate. Through our restorative practice model, we will move from traditional suspensions and discipline procedures to accountability with a targeted focus on building healthy relationships between educators & students; reducing, preventing, and improving harmful behavior, repairing harm and restoring positive relationships, resolving conflict, holding individuals and groups accountable, addressing and discussing the needs of the school community. Starting with Dialectical Behavior Therapy training that will take place this year, adjustment counselors and the behavior management staff will focus in on key strategies that will used with all classroom teachers on de-escalation and emotional support strategies for all students. Working with outside partners such as Coaching for Change, Independence Academy, and High Point, we will train our staff how to implement programming and counseling into the culture of our school. We will continue to work on parent education series to assist as well as connect parents to outside agency support.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Coaching for Change** | **$15,000** | **Other Teaching Services** |
| **2** | **Independence Academy** | **$12,000** | **Other Teaching Services** |
| **3** | **High Point Counseling** | **$8,000** | **Guidance and Psychological** |

## Focus Area 4: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Multi-tiered System of Support: Southeastern will work to implement the Multi-tiered system of support to streamline professional development and streamline the ways we are supporting students at all levels throughout the school. Using MTSS, Southeastern will streamline all professional development, instructional practices, and student supports around inclusion services. We will contract RECA to provide administrative support, staff professional development, and the creation of a five year strategic plan that evaluates all programming and shifts to direct student need. In addition, we will put specific focus on chronically absent students, students with repeat mental health hospitalizations, and provide additional levels of counseling, academic coaching, and after school support groups to assist with services.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Professional Development** | **$20,000** | **Professional Development** |
| **2** | **MTSS Support Coordinator** | **$65,000** | **Classroom & Specialist Teachers** |
| **3** | **Additional Student Support** | **$50,000** | **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
* 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: Annual dropout rate
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework
* Post-secondary Success: Enrolled in college during the first year after high school
* Post-secondary Success: Persisted in college into the second year
* Custom District Metric 1: Data such as gender, ethnicity, low income, EL, SPED, and 504 student participation
* Custom District Metric 2: Enrollment by gender, ethnicity, low income, EL, SPED, and 504 student participation
* Custom District Metric 3: Climate survey results given by third party organizations such as ADL
* Custom District Metric 4: Behavior data broken down by gender, ethnicity, low income, EL, SPED, and 504

**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.*

Southeastern will continue to bring families to our school through small group opportunities that are tailored to each groups' needs. Beginning with the entrance in ninth grade, Southeastern staff will host educational social events that bring families together while students attend social events. These will focus on the diversity of families such as "Pot luck socials" that will allow them to meet parents from other towns within our district. These events will be planned and operated by the Principal's Parent Involvement Council, which was started this year. These events will also have assistance from students that are bilingual and can serve as translators. The District will also host several parent education series at our school and at remote locations within Brockton. These series will include presentations around social issues such as vaping and drug use, social media education, and other hot button teenage issues. Through the use of translation services from our staff and students, we will provide multiple presentations on how to work with families around our four initiatives. Parents will be surveyed in Spring 2020 in regards to how they are receiving information about our extended opportunities. The District will utilize that data along with bench marking parental involvement this school year and will continue to be monitored each year.

**Certifications**

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

Our School Council had the opportunity to review our Student Opportunity Plan and approved it unanimously on 3/11/20.

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

Date of Approval: 03/11/2020