Student Opportunity Act Plan

Southern Worcester County 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.*

* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

As noted in our District Improvement Plan, Bay Path RVT High School (Bay Path) is committed to ensuring that all of our students achieve high levels of success in school and after graduation by providing enrichment opportunities and support services for all. In particular, we are dedicated to working toward closing achievement gaps for our lowest performing students, especially those who fall into subgroups that are traditionally underrepresented: students with disabilities, black and Latino students, English language learners, and those who are economically disadvantaged.

By reviewing MCAS and other data each year, we identify our lowest performing (LP) incoming freshmen students. This LP cohort is comprised of the subgroups identified above. For the 2019-20 school year, 47 students fall into this cohort. These LP students require a focused effort of support in order to promote higher achievement and to close achievement gaps. To that end, we have devised and/or deepened the following plans to engage district staff, families, and community stakeholders in reaching that goal. Each year, the cohort will grow to reflect the incoming freshman class.

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

Bay Path is dedicated to working toward closing achievement gaps for our lowest performing students. During the 3-year implementation of our Student Opportunity Plan, Bay Path will establish a team to create a strategic plan to assemble an evidence based multi-tiered system of support for all students. Bay Path is committed to optimizing student success by addressing the academic, behavioral, and social emotional needs of students through tiered supports. The foundation framework and focus will be on Universal Design for Learning. This evidence-based program will reduce barriers in instruction while proactively providing appropriate accommodations and supports for all students.

## Focus Area 1: Supporting educators to implement high-quality, aligned curriculum (E and F)

English Language Learner Program (ELLP)

With the SOA initiative, Bay Path plans to deepen our efforts to support our ELL population by providing:

* Additional EL instructional hours dedicated to push-in, inclusion/co-teaching support
* Additional resources devoted to monitoring progress of individual ELL students
* Additional resources devoted to providing follow-up support for Former English Learners (FELs)
* Professional Development support for teachers of ELLs
* Increase opportunities for teachers to collaborate during Common Planning Time

Bay Path will:

* During our planning period, Bay Path will define our goals and ensure we have a clear action plan by implementing a leadership team. The team will include administrators, teachers and paraprofessionals.
* Implement concepts and strategies gained through SEI training.
* Define the school wide professional development needed to implement the multi-tiered instruction along with the Universal Design for Learning.
* Establish performance assessment tools to measure student success.
* Ensure all teachers have access to high quality curricular materials.

Initial implementation of the Multi-Tiered System of support will take place in all classrooms. The MCAS afterschool program and summer program will be re-vamped using the UDL frameworks. Implementation of a study skills program and other supplemental programs will be added during the school day to ensure all students have access to a high-quality well-rounded education.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **ELL/Professional Development** | **10,000.00** | **Instructional Leadership** |

## Focus Area 2: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

MCAS Preparation and Remediation Program (MPRP): Bay Path is committed to ensuring that increasing numbers of students meet with success on standardized tests, specifically MCAS tests in Math and Science. Tracking years of MCAS and district accountability data, Bay Path developed a program of MCAS Preparation and Remediation that runs during the summer months and after school. With the additional supports provided through SOA, Bay Path is committed to deepening and strengthening our efforts to improve this program in order to close achievement gaps. Specifically, Bay Path plans to:

* Hire a Program Coordinator to monitor student progress data and attendance records, develop and oversee curriculum, and increase communication with families.
* Increase the number of teachers providing MPR to ensure more individualized instruction
* Provide PD to promote high quality MPR
* Increase opportunities for teachers to collaborate during Common Planning Time

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **MCAS Summer Remediation** | **40,000** | **Instructional Leadership** |
| **2** | **Planning Team** | **12,000** | **Other** |
| **3** | **SEPAC Coordinator** | **3,000** | **Pupil Services** |
| **4** | **504 Coordinator** | **10,000** | **Guidance and Psychological** |

## Focus Area 3: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Professional Development for Universal Design

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **All Staff Professional Development** | **50,000** | **Instructional Leadership** |

**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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* 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).

**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 will be hiring a SEPAC out-reach coordinator and a 504 Coordinator.

**Certifications**

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

The district met with the school committee, sent letters and proposed plan to parents and teachers. Sent surveys out to parents and teachers regarding services at Bay Path.

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

Date of Approval: 03/03/2020