Student Opportunity Act Plan

Tri-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.*

* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

The existing subgroups of students at Tri-County RVTHS represents the sending communities in many ways in regard to race and language, the two major subgroups that differ are Students with Disabilities and Economically Disadvantaged Students. MCAS scores for the past two years show that both Disabled and Economically Disadvantaged Students perform below All Students at Tri-County. The district is competitive with sending communities in regard to MCAS scores overall, however, an analysis of the student makeup at Tri-County of the Lowest Performing Students show predominately Students with Disabilities and Economically Disadvantaged Students. Tri- County has over double the Students with Disabilities and almost double the Economically Disadvantaged students than the district average.

**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)

The school has invested in professional development on co-teaching practices with Deb Harris and Associates. With over 30% of students on an IEP it requires that all College Placement academic classes be either co-taught or supported. The training began last school year and Students with Disabilities improved 6 percentage points from SY2018 to SY2019 in our Accountability Score.

* Co-taught Classes – have at least a 1in 4 ratio of Students with Disabilities to regular education students, the classroom teacher is teamed with a Special Education certified co-teacher to assist and scaffold curriculum and instruction to students in the classroom.
* Supported Class – enlist a special education para-professional to assist the classroom teacher in scaffolding curriculum and instruction. Special Education teacher may "push in" to the classroom as well to assist particular students.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Special Education Co-Teachers** | **675428** | **Classroom & Specialist Teachers** |
| **2** | **Special Education Paraprofessionals** | **131574** | **Other Teaching Services** |
| **3** | **Professional Development** | **6623** | **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
* 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

**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.*

* SEPAC – Special Education Parent Advisory Board, meets throughout the school year and has a table at the many annual events that bring families into the school.
* Eighth Grade Open House is our initial meeting with our perspective incoming eighth graders held on a Saturday in the fall where parents and families can tour the school.
* Shop Selection Night – Family night for all ninth grade families to tour shop programs on last time and get information on the programs that students are qualified to choose from.
* Parent Teacher Conferences – Afternoon and evening sessions allowing for teacher parent communication.

**Certifications**

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

The leadership team engaged the faculty in a discussion about the underperforming subgroups, working faculty the leadership team identified appropriate professional development activities. Data was also shared with SEPAC, The Tri- County School Council and the Tri-County School committee.

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

Date of Approval: 12/16/2020