Student Opportunity Act Plan

Whittier 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
* First language not English students

*The rationale for selecting these student subgroups.*

As noted in our strategic plan, Whittier Regional Vocational Technical High School is committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our economically disadvantaged, English learners and students with disabilities are not experiencing the same level of MCAS outcomes as their peers.

We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

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

Within the last few years, Whittier Regional Vocational Technical High School has actively worked to adopt strategies that focus on closing the achievement and opportunity gaps for our various student groups. Alongside several other improvement strategies detailed in our strategic plan, we intend to continue and deepen our work on two important initiatives already underway.

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

An independent review of our MCAS scores and our ELL Access scores identified that our district could make further progress in serving our SWD and our ELLs. We intend to invest in one new ELL instructor as well as two English tutors that will support our lowest-achieving students. We also intend to implement a peer-based after school homework program where our National Technical Honor Society students can work with both or SWD and our ELL students to support them while also actively working to create conditions for student success. Our inclusion pilot program will be available to all SWD, including students of color, English learners, and low-income students.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **ELL Teacher** | **123,159** | **Classroom & Specialist Teachers** |
| **2** | **ELA Tutors** | **32,780** | **Other Teaching Services** |
| **3** | **Seal of Biliteracy Exam** | **240** | **Instructional Materials, Equipment, and Technology** |

Focus Area 2. Early College programs focused primarily on students under-represented in higher education (I)

Whittier Regional Vocational Technical High School is committed to creating in partnership with Northern Essex Community College (NECC) with the primary mission of preparing students, particularly students who are under-represented in higher education for college-level coursework. We have intentionally focused on increasing the number of students that attend college after high school graduation by offering multiple pathways into a dual enrollment program at Whittier.

Whittier Regional Vocational Technical High School and Northern Essex Community College have had a strong and multi- faceted partnership over the past several years which includes: articulated credit, dual enrollment in the Advanced Manufacturing degree program through the vocational program, offering when possible dual enrollment courses in the academic areas, students choosing to enroll individually in courses at NECC for dual enrollment, and of course a continuous relationship for transfer from Whittier to NECC. While each piece of the partnership is wonderful, as partners, we believe now is the time to create a comprehensive program accessible to all students, especially students who are under-represented in higher education that attend Whittier. We will continue to apply for the Early College Designation to ensure that our students are provided as many educational opportunities as possible while actively working to close achievement and opportunity gaps throughout the process.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Early College Program** | **50,820** | **Other** |

**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 Growth: ELA 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).
* Custom District Metric 1: Enrollment in Early College

**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.*

Whittier Tech recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of our English Language Learner students.

We recognize that existing family engagement opportunities at our school may not be effective in reaching all families. Therefore, in addition to our ongoing family outreach we are also committing to continue and expand our Freshman Orientation day, Parent Night meetings, Title I Parent Meetings, SPED PAC Meetings, School Council, Access Parent Meetings, and Whittier Tech Booster Club. We will measure the engagement of families through their attendance and follow up with those families for feedback for the purpose of improving our outreach.

**Certifications**

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

Whittier Tech included a variety of stakeholders to lead our community engagement efforts and to ensure broad and demographically representative participation. We engaged the following groups: students, parents, teachers, members of the community, the leadership team, both administrative and cluster leaders, and the school committee.

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

Date of Approval: 05/13/2020