

Section 1: Summarize your district's plan

Northern Berkshire Regional Vocational Technical (0851) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

We are targeting our students with disabilities and low income students for accelerated improvement. The EBP's we will be using are "Positive School Environments," and "Targeted Academic Support and Acceleration." We are currently rolling out an advisory program for all of our students to help improve our school environment and will continue to develop the curriculum and strategies for this over the next three years. Lastly, we will continue to develop and refine our high leverage practices of on-time support for our students with disabilities. The majority of the financial investment related to these pursuits is personnel. Portions of teacher's salaries district-wide are represented in this work. Also contributing to the financial investment will be professional development, curriculum development, and related software expenses.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

In reviewing the data and conducting our analysis the most significant disparities we found were in students with disabilities and low income populations. The measures with the largest discrepancies were chronic absenteeism, out of school suspension, and % of ninth graders passing.

* What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?

We believe the best ways to address these disparities is to provide more targeted assistance to low income students and/or students with disabilities as well as increasing school-wide efforts to reduce chronic absenteeism and the % of ninth graders passing. We continue to monitor our out-of-school suspension rate but as we do not have the space or staff to run an in-school suspension program we are not specifically targeting this area. To resolve the discrepancies in these measures for these student groups, would require a change of less than one student so we feel continuing to monitor the out-of-school suspension rate, and utilizing out of school suspensions for the most serious infractions is the most beneficial path forward for our school.

* Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.

Search...

Select All/ Deselect All

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE’s accountability targets. *The composition of your district’s “Lowest Performing Students” group can be accessed via the [security portal](#).*

* Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

The school will engage with families and caregivers in a variety of ways throughout a school year. This includes parent representatives on our school council which helps to develop the annual school improvement plan. Program advisory committees also have parent representation on them as well and meet at least twice a year to help vocational areas meet the needs of their students. These student needs include recovering from Covid learning loss (accelerated improvement. In 2024, as part of our DESE TFM report we will be providing parents with surveys on specific and targeted improvement areas within the school to get their voice in the improvement in these areas. These surveys will include required identification of students and parents/caregivers so we can aggregate the data and take deeper dives into specific population's responses. Lastly, the school's SEPAC will continue to engage with families of students with disability to collect further input on how we can best support these students.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

-Parent Surveys (resulting from DESE TFM visit and beginning in 2024)
-SEPAC and PAC input

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated**


the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.

- Held SEPAC meetings to solicit parent input.
- Program Advisory Committee meetings for all vocational programs incorporate a variety of stakeholders and we regularly solicit their input.
- Continued family communication will target SOA input specifically in the next three years.

*** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

*** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

03/21/2024 

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of *SOA Plan Guidance Materials*).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- EBP 1.1A Integrated Services for Student Wellbeing
- EBP 1.1B Enhanced Support for SEL and Mental Health
- EBP 1.1C Positive School Environments

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Currently we have implemented an advisory period (in year one) where each faculty member has a group of less than 10 students they meet with weekly (Monday mornings) to help provide an identified "go-to" adult in the building. These advisory periods also have a developed curriculum that is implemented working with students on SEL. We have provided PD for our faculty in working with students in SEL through Edgenuity's platform "Purpose Prep." We have also made citizenship a priority in the building as we report out on it regularly on student report cards as well as use it to inform our student eligibility in extra-curricular programs. This program provides our students in targeted populations an extra check-in person within the building if the student is having challenges (academic, technical, or social-emotional), and provides an additional liaison in the building to provide further follow-up with students, families, and staff. Our school's core values are embodied in the R.E.A.C.H (Respect, Effort, Accountability, Communication, and Honor) acronym for which we have an accompanying rubric. Advisory periods also provide instruction on what school expectations are regarding this rubric and how to meet them. This EBP will improve learning experience and outcomes for students with disabilities and low income students by creating a more positive school atmosphere with increased student-to-student respect and more individual support available to each student. There is a team of teachers designated to design the advisory period content, aided by multiple resources, who are also continuing to modify and improve the program as we move forward based on student and faculty feedback.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District Wide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

All staff are included in this program so the district's contribution in payroll is considerable. Also, continued PD will be provided for the staff and associated costs due to Edgenuity will be paid.

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers, Professional Development (+1 other) Clear

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

Increase in student perception of school culture and climate as measured by VOCAL data.

Decrease in discipline rates.

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

EBP 2.1C Comprehensive Approach to Early Literacy+

EBP 2.1D Early Literacy Screening and Support+

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

EBP 2.2A Effective Use of WIDA Framework

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

EBP 2.2D Targeted Academic Support and Acceleration+

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

We have been offering, and will continue to develop and implement, programming aimed at helping student achievement. This has included the addition of more special education staff and paraprofessionals which help our students with disabilities specifically. We also offer targeted on-time support of competencies and skills throughout the year which both help to keep students on track with current learning expectations. On-time support of coursework happens in a variety of ways for students who have fallen behind in their coursework helping to make sure we are accelerating learning for all of our students, including those from low income backgrounds or with disabilities. These opportunities for accelerated learning help students meet grade-level expectations. By June 2027 we anticipate these programs, which have a lot of our low-income students participate, to experience further refinement and utilization as well as continued support for our students with disabilities through special education and paraprofessional staffing.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District Wide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

-Continued staffing
-Hourly rate for program development of MCAS support and On Time support programming

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Classroom & Specialist Teachers

Clear

Search...

Select All/Deselect All

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

Increase in % of students meeting or exceeding on Math, ELA, and Science MCAS

Increase in MCAS SGP on Math and ELA MCAS

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

EBP 2.3A Authentic Postsecondary Planning


EBP 2.3B High-Quality Pathways and Programs+

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners


 EBP 2.4A Expanded Access to Pre-Kindergarten+

 EBP 2.4B Extended Learning Time

 EBP 2.4C Effective Programming for Multilingual Learners

 EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders


 EBP 3.1A Intentional Hiring Systems

 EBP 3.1B Enhanced Pathways to Increase Diversity+

 EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

 EBP 3.2A Inclusive School Communities


 EBP 3.2B Retention Support Programs

 EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

 EBP 3.3A Resource Allocation Aligned to Student Success

 EBP 3.3B Support for Effective Team Practices

 EBP 3.3C Collaborative Labor-Management Partnerships