

## History Log

**Bristol-Plymouth Regional Vocational Technical (0810) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**[View All Status/Comments](#)

Date	User	Status (S) / Comment (C)	S / C
6/11/2024 1:46:02 PM	Andrea Ricotta	Status changed to 'DESE Approved'.	S
6/7/2024 11:11:26 AM	Alexandre Magalhaes	Status changed to 'LEA Superintendent / Chief Executive Approved'.	S
6/6/2024 9:56:53 PM	Glenn Lopes	Status changed to 'Application Supplement Completed'.	S
5/14/2024 2:12:49 PM	Andrea Ricotta	Status changed to 'DESE Approver Returned - Edits Needed'.	S
5/13/2024 1:24:51 PM	Alexandre Magalhaes	Status changed to 'LEA Superintendent / Chief Executive Approved'.	S
5/13/2024 10:47:54 AM	Glenn Lopes	Status changed to 'Application Supplement Completed'.	S
4/10/2024 1:15:18 PM	Andrea Ricotta	Status changed to 'DESE Approver Returned - Edits Needed'.	S
4/4/2024 11:44:19 AM	Alexandre Magalhaes	Status changed to 'LEA Superintendent / Chief Executive Approved'.	S
3/12/2024 1:13:54 PM	Glenn Lopes	Status changed to 'Application Supplement Completed'.	S
3/12/2024 1:00:42 PM	Glenn Lopes	Status changed to 'Application Supplement Started'.	S
1/22/2024 11:35:17 AM	Kathy Cross	Status changed to 'Not Started'.	S

Create Comment

**Bristol-Plymouth Regional Vocational Technical (0810) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

**Create Comment**

Comment

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Section 1: Summarize your district's plan

**Bristol-Plymouth Regional Vocational Technical (0810) 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.

Bristol-Plymouth Regional Technical School District maintains its mission for all students to be college and career ready. Our three-year Student Opportunity Act plan provides a commitment on addressing disparities in performance to identified student populations including students with disabilities and low-income students.

1. Expand **Multi-Tiered Systems of Support (MTSS) and promote Universal Design for Learning (UDL) initiatives** to improve student learning outcomes in students with disabilities (\$939,000)
2. Implement **High-Quality Instructional Materials (HQIM) and industry-standard vocational-technical equipment** to create meaningful learning opportunities for academic and vocational-technical programs. (\$1,662,680)
3. Continue **Early College Access Program** with the goal of providing pathways to student groups under-represented in post-secondary education. (\$81,000)

Bristol-Plymouth Regional Technical School District is committing a total of \$2,682,680 to fund our initiatives as follows: EBP 1.2A: Effective Student Support System = \$939,000; EBP 2.1A Inclusive Curriculum Adoption Process = \$1,662,680; EBP 2.3B High-Quality Pathways and Programs = \$81,000.

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

### **Bristol-Plymouth Regional Vocational Technical (0810) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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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?**

Bristol-Plymouth Regional Technical School District is located in the Gateway City of Taunton and serves over 1,300 students. Our student population is 81.3% White, 7.7% Hispanic, 5.7% African American, and 0.8% Asian. In addition, 30.2% of our students are identified as low-income and 16.2% having disabilities. Based on our district's data described below, our district's goals are focused on targeting the needs of students to address learning disparities.

Examining MCAS achievement and growth metrics, we notice stagnant student growth percentiles (SGP) for students with disabilities and low-income students. Furthermore for these populations, although we notice an increase trend in the percentage graduating from high school, this population follows the state trend of decreased enrollment in post-secondary institutions.

All student groups have shown making an increased trend in achievement on MCAS in ELA. MCAS achievement gains in math have lagged the growth obtained in ELA achievement. New curriculum has been adopted only in 9<sup>th</sup> grade ELA classes and may be contributing to improvement in MCAS scores.

Our deeper analysis has identified three critical areas for focused improvement:

#### **Instruction Practices:**

- Analysis indicates the importance of strengthening support systems for diverse populations of students. Disparities between student populations indicate the need for support systems to specifically target the needs of students with disabilities and low-income students.

**Curriculum Implementation:**

- Widening gaps between achievement in MCAS content areas highlights the need for better adoption of aligned curriculum materials.

**College Persistence:**

- College persistence rates in student groups are downward trending.

**\* 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?**

Included is a summary of how Bristol-Plymouth Regional School District plans to address the disparities across student groups that were identified during analysis.

1. **Multi-Tiered System of Support:** Improve instructional quality to provide increased learning outcomes for targeted groups of students; students with disabilities.
2. **High-Quality Instructional Materials & Vocational-Technical Programming Equipment:** Continue acquiring new instructional materials and providing industry-standard equipment for our vocational-technical programs. A focus on providing HQIM will be placed on core academic areas including English Language Arts, mathematics, and science.
3. **Early College Access Program:** Provide college courses in collaboration with local colleges. An emphasis will be placed on expanding access to students that are under-represented in college education.

**\* 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.**

Students with disabilities, Low-income Clear

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

#### **Bristol-Plymouth Regional Vocational Technical (0810) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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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.**

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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.**

Bristol-Plymouth Regional Technical School District engages stakeholders in our educational process through initiatives including:

- **Parent Groups:** We engage in meaningful opportunities for families to participate in dialogue with our school community through School Council, Parent Council, and SEPAC.
- **Vocational-Technical Advisory Committees:** Industry professionals, higher education representatives, and families are invited to provide valuable feedback on our vocational-technical programs.
- **Cooperative Education Partnerships:** Local businesses that provide employment to our high school juniors and seniors provide feedback on employment readiness initiatives.

**\* 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.**

Measuring Community Engagement:

- **System for tracking Attendance and Participation:** Parent and community group participation, demographics, attendance, and feedback are tracked to provide outreach data.
- **Annual Advisory Board Meeting Notes:** Advisory meeting minutes are tracked and summary feedback reports are generated and presented at the annual Executive Advisory Meeting.
- **Cooperative Educations Timecards:** Biweekly timecards are collected from employers surveying the readiness of the student employee and the effectiveness of training initiatives.

**\* 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.**

Bristol-Plymouth Regional Technical School District consistently collaborates with parent groups, advisory committees, and cooperative education partnerships by sharing data and diligently documenting agendas and meeting discussions.

In the development of this plan, stakeholder feedback was accumulated including:

- **SEPAC:** Aggregated data including MCAS results and transitional services was shared at meetings held throughout the year.
- **Vocational-Technical Advisory Boards:** Two meetings were held where aggregated data including MCAS results, student demographic population, co-op placement, and technical attainment were discussed and shared on a per program basis.
- **Staff:** Staff surveys were distributed to gather feedback on learning and program initiatives.
- **School Committee:** Elected school committee members were presented with MCAS data, cooperative education placements, and school initiatives in meetings held throughout the year.


Notably, feedback from our stakeholders have underscored the key priority of supporting selected targeted groups including students with disabilities and students that are low-income. Also noted was the need to provide up-to-date curriculum and student resources including vocational-technical equipment.

These key priorities have been thoughtfully integrated into the development of our Student Opportunity Act Plan. We are committed to maintaining transparent communication and ongoing engagement with our stakeholder groups to share progress updates and monitor advancements.

**\* 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:**

03/06/2024 

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

### **Bristol-Plymouth Regional Vocational Technical (0810) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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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

##### **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**

**\* 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.**

Bristol-Plymouth Regional Technical High School is currently engaged in and continues to work on an MTSS/UDL initiative to improve student learning outcomes for targeted student groups; students with disabilities, low-income.

A focus is placed on developing a shared understanding of high-quality tasks which promote deeper learning. The school has developed and shared an instructional guide to staff to communicate its expectations for using instructional practices that are evidence and standards-based, universally designed, culturally sustaining, linguistically supportive, trauma-informed, and rooted in deeper learning. As part of a multi-year rollout of MTSS started in FY24, this shared instructional vision has been and will continue to be shared with all stakeholders within the school community.

By FY27 the following staffing positions and components will be implemented to directly target students with disabilities through support in our MTSS/UDL initiative:

**School Psychology - Assessment, Intervention and Student Support Team Liaison**

The School Psychologist will provide direct counseling support at the Tier 3 level to students identified as having a disability. This position will work collaboratively with the Social Emotional Behavioral Intervention Team and Special Education Coordinator utilizing an MTSS framework.

**School Psychology - Counseling**

The School Psychologist will provide direct counseling support students at the Tier 3 level, including students with disabilities as needed, working collaboratively with the Social Emotional Behavioral Intervention Team and Special Education Coordinator utilizing an MTSS framework.

**Behavior Interventionist**

The Behavior Interventionist will provide Tier 1 and Tier 2 social/emotional and behavioral services and work collaboratively with the Social Emotional Behavioral Intervention Team and the Assistant Principal utilizing an MTSS framework.

**School Social Worker**

The School Social Worker will provide Tier 1 social/emotional support and Tier 2 counseling services and work collaboratively with the Social Emotional Behavioral Intervention Team and the Guidance Coordinator utilizing an MTSS framework.

**Academic Support Specialist**

The Academic Support Specialist will provide instructional support to students who are returning from extended absences due to long-term illnesses, chronic absenteeism, full and partial hospitalizations. The Academic Support Specialist will work collaboratively with the Social Emotional Behavioral Intervention Team and the Special Education Coordinator utilizing an MTSS framework.

**High-Quality Professional Development for staff**

Topics will be selected to support MTSS initiatives.

**Professional Development**

Staff will receive training on selected MTSS topics.

In the following years, we will continue to provide training on specific evidence-based interventions that coincide with our MTSS initiatives. We expect all positions to be staffed by FY27. Implementation will be monitored through an established walk-through process that is currently in place to review the fidelity of implementation. Pre-test and post-test data will be gathered for courses in 9th and 10th grade. Additionally, feedback will be gathered from staff surveys and feedback through special education advisory groups.

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

Bristol-Plymouth Regional Technical High School

\$  \* **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.**

- **Professional Development:** \$45,000
- **Classroom & Specialist Teachers:** \$864,000
- **Instructional Materials, Equipment & Technology:** \$30,000
- **Total:** \$939,000

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

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

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 10<sup>th</sup> Grade ELA MCAS
- Increase in % of students meeting or exceeding on 10<sup>th</sup> Grade Math MCAS

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

**\* 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.

In 2022, HQIM committees were established in the areas of ELA and Mathematics. The IMplementMA process was utilized to develop an instructional vision responsive to the needs of the district, maintain communication between stakeholders, foster professional development for the selection and implementation of HQIM, and monitor implementation.

HQIM committee members were instructed to select between 2-4 programs to investigate deeply, focusing on alignment with district goals and providing detailed comments and notes. For the curriculum materials on this short list, HQIM participants worked with content level teams to develop a list of questions to ask publishers based on priority areas, sending these questions to publishers in advance of scheduled meetings. During meetings with publishers, answers to questions were captured on a note-taking form, allowing further assessment of how well materials met district needs. Afterwards, the HQIM team debriefed the departments, soliciting feedback before making final selections. The final selections for grade 9 ELA and grade 9 math were made at the end of the 2022-2023 school year.

Funding provided through the district's operating budget, competitive grants, and private donations have recently been utilized to purchase equipment in Automotive Technology, Carpentry, Culinary Arts, Cosmetology, Dental Assisting, and Metal Fabrication. Bristol-Plymouth Regional Technical School District will continue to support efforts to maintain industry-standard equipment. We recognize the need for continuous support and learning initiatives to keep educators informed of industry trends. Actively seeking and integrating advisory board recommendations into future decisions regarding equipment and curriculum enhancements is imperative, as it provides valuable insights into the effectiveness of resources and areas for potential improvement.

By FY27, Bristol-Plymouth Regional Technical High School will continue the success of adoption of new materials by implementing HQIM in all 10<sup>th</sup> grade ELA and mathematics courses special education classes to target the needs of students with disabilities. Additional vocational-technical equipment will be purchased to enhance Chapter-74 programs. Professional development will be provided to staff to effectively learn how to use new materials and equipment. Bristol-Plymouth will continue to utilize feedback gathered from parent and special education advisory committees to monitor implementation and analyze pre-test and post-test results for students with disabilities.

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

Bristol-Plymouth Regional Technical High School

\$  \* **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.**

- Instructional Materials, Equipment, & Technology: \$1,640,000
- Professional Development: \$22,680
- Total: \$ 1,662,680

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

Professional Development, Instructional Materials, Equip., and Tech.

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 achievement in ELA and mathematics on Local Assessment
- Increase Cooperative Education placement rates

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 +

### **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 +

**\* 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.**

Bristol-Plymouth Regional Technical High School partners with Massasoit Community College to provide college courses to our high school students. The 23-24 school year marked our first year offering courses with Massasoit Community. courses and course materials are provided to students for English 101, English 102, and 2 elective courses. Students simultaneously earn high school credits while earning up to 12 college credits.

In the 23-24 school year, 102 students enrolled in the program. We expect to expand by 50 students in the 24-25 school year.

In partnership with Massasoit Community College, a continued goal will be to increase enrollment for low-income students. Specifically, courses and course materials will be free to students. This will eliminate cost barriers that may be preventing students from participating in college courses. Progress will be monitored by tracking student enrollment and participation numbers for low-income students.

Bristol-Plymouth Regional Technical High School will continue to investigate and make progress toward state designation as an Early College program provider. Bristol-Plymouth Regional Technical High School will use funding to purchase all courses and student materials in FY25.

#### **Equitable access.**

We will work closely with ELA teachers to begin recruiting students and their families in the 10th grade. We will focus on recruiting students who express interest and commitment to Early College, but without consideration of prior academic performance.

- Further ensuring that as many students take advantage of Early College as possible, all courses will be taught by college faculty during the regular high school day; classes will be held asynchronously online to accommodate all students' vocational and academic schedules.
- Students will be able to enter the program in either 11<sup>th</sup> or 12<sup>th</sup> grade.
- Course participation will be free to all students.

#### **Guided academic pathways.**

- Beginning in 11th grade, Early College students will follow a sequenced set of courses aligned with local labor market needs, that are gateways to college-level courses that are credit-bearing and in the Mass Transfer block.
- Students will earn up to 12 transferable college credits.

**Enhanced student supports.**

- We will encourage students to access supports offered by our college partner.
- With our college partner, we will implement an early warning system that alerts our Early College staff to points where students are struggling. We will work with our college partner to develop support systems to address these identified areas.

**Relevant connection to career.**

- The asynchronous course offerings will allow all students to simultaneously participate in cooperative education placements in their chosen career pathway. Students will have the opportunity to take college elective courses that align with their career pathway.

**Robust partnerships.**

- For years, many of our students have participated in dual enrollment coursework with our college partner. While we recognize that dual enrollment and Early College are not the same, this has allowed us to establish close relationships.

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

Bristol-Plymouth Regional Technical High School

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

- Other: \$81,000
- Total: \$81,000

\$  **\* 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.**

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

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 pathway/program enrollment rates
- Increase in college enrollment

**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

**Bristol-Plymouth Regional Vocational Technical (0810) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**



**General Checklist Comment**

June 11, 2024 - Thank you for making the necessary changes, your plan is approved.

If you have any questions, please reach out to us via GEM\$ or by emailing us at [SOAPlans@mass.gov](mailto:SOAPlans@mass.gov).

Andrea Ricotta

6/11/2024  
1:45:57 PM

**Checklist Description** ([Collapse All](#) [Expand All](#))



**1. Overall Plan**

OK

Andrea Ricotta

5/14/2024  
2:12:44 PM

1.01 Narrative throughout the plan is free of deficit-based language about students, staff, and families.

1.02 Plan addresses between 1-3 of the ten Focus Areas linked to the three Strategic Objectives in DESE's Educational Vision.

1.03 Plan focuses on implementation of key strategies to close gaps, rather than limiting its scope to a description of how additional Chapter 70 funds will be spent.

1.04 There is internal consistency throughout the plan (*e.g., student groups, EBPs*).



**2. Section 1: Summarize Your District's Plan**

OK

Andrea Ricotta

4/10/2024  
1:15:13 PM

2.01 Summary addresses all required elements: student groups targeted, EBPs, investments, changes anticipated by 2027.

2.02 Narrative is accessible to a general audience.



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

OK

Andrea Ricotta

5/14/2024  
2:12:44 PM

3.01 Plan prioritizes a limited set of student groups experiencing the most significant gaps (*i.e., does not check every student group in the district*).

3.02 Plan describes the measures on which targeted student groups are experiencing the most significant disparities.

3.03 Analysis of disparities and deeper analysis of their underlying causes draw upon multiple types of data (*e.g., systems, observational, perspectives, outcomes*).

3.04 Selection of EBPs is linked to deeper analysis of underlying causes of disparities.






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

OK

Andrea

4/10/2024

<b>Note: There are no criteria for reviewers to evaluate in this section (selecting the target checkbox is required to submit the plan in GEM\$).</b>			Ricotta	1:15:13 PM
4.01 Additional targets all are aligned to selected student groups by subject matter and grade level and to DESE's accountability targets.				
<input type="checkbox"/>	<b>5. Section 4: Engage Families/Caregivers and other Stakeholders</b>	OK	Andrea Ricotta	5/14/2024 2:12:45 PM
5.01 Family/caregiver engagement strategies are clearly articulated and include approaches to support parents in addressing their students' needs.				
5.02 Section includes description of steps district takes (or plans to take) to engage families/caregivers of targeted student groups.				
5.03 Plan for assessing progress in increasing family/caregiver engagement includes a metric that can assess change over time and indicates how it will measure increased engagement for families/caregivers of student groups targeted in this plan.				
5.04 Narrative describes ways in which different stakeholder groups provided meaningful input that was used to inform the SOA plan AND describes how/where their perspectives are reflected in the SOA Plan.				
5.05 Plans for ongoing engagement of stakeholder groups throughout the implementation of the SOA Plan are described.				
<input type="checkbox"/>	<b>6. Section 5 - First EBP: Select Evidence Based Programs to Address Disparities in Outcomes (to be completed for each EBP selected)</b>	OK	Andrea Ricotta	6/11/2024 1:45:57 PM
6.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.				
6.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.				
6.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.				
6.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.				
6.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.				
<input type="checkbox"/>	<b>7. Section 5 - Second EBP: Select Evidence Based Programs to Address Disparities in Outcomes (to be completed for each EBP selected)</b>	OK	Andrea Ricotta	6/11/2024 1:45:57 PM
7.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.				
7.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.				

	7.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.			
	7.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.			
	7.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.			
	<b>8. Section 5 - Third EBP: Select Evidence Based Programs to Address Disparities in Outcomes</b>	OK	Andrea Ricotta	6/11/2024 1:45:57 PM
	8.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.			
	8.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.			
	8.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.			
	8.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.			
	8.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.			
	<b>9. Section 5 - Fourth EBP: Select Evidence Based Programs to Address Disparities in Outcomes</b>	Not Applicable	Andrea Ricotta	4/10/2024 1:15:13 PM
	9.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.			
	9.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.			
	9.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.			
	9.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.			
	9.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.			
	<b>10. Section 5 - Fifth EBP: Select Evidence Based Programs to Address Disparities in Outcomes</b>	Not Applicable	Andrea Ricotta	5/14/2024 2:12:45 PM
	10.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.			

10.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.	
10.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.	
10.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.	
10.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.	