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Greater New Bedford Regional Vocational Technical (0825) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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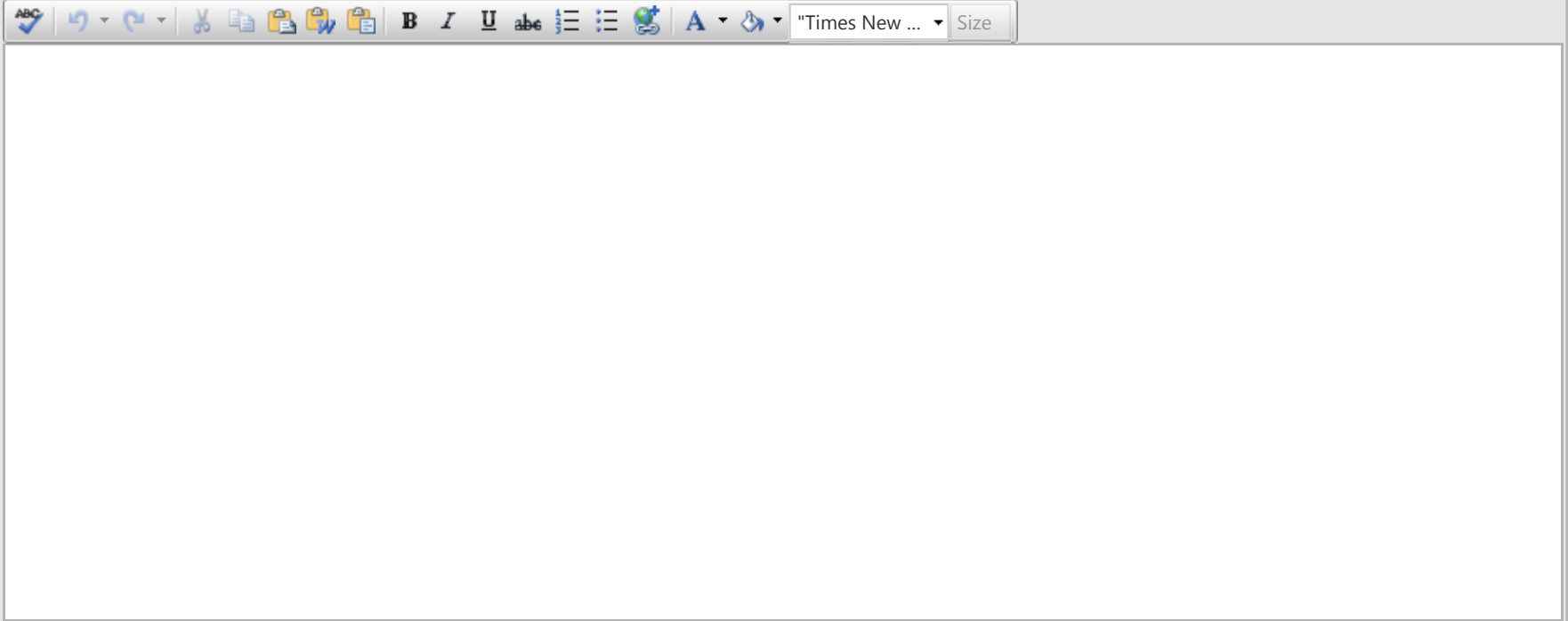
Date	User	Status (S) / Comment (C)	S / C
4/17/2024 10:19:59 AM	Moira Connolly	Status changed to 'DESE Approved'.	S
3/28/2024 11:08:54 AM	Michael Watson	Status changed to 'LEA Superintendent / Chief Executive Approved'.	S
3/28/2024 10:25:26 AM	Allen Duarte	Status changed to 'Application Supplement Completed'.	S
1/30/2024 12:14:35 PM	Pamela Stuart	Status changed to 'Application Supplement Started'.	S
1/22/2024 11:35:23 AM	Kathy Cross	Status changed to 'Not Started'.	S

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Section 1: Summarize your district's plan

Greater New Bedford Regional Vocational Technical (0825) 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.

Executive Summary: Located in the Gateway City of New Bedford, Greater New Bedford Regional Vocational Technical High School (GNBRVTHS) provides Chapter 74 Vocational Career and Technical Education Programs for students in grades 9-12 who reside in New Bedford, Dartmouth, or Fairhaven, MA. GNBRVTHS personnel remain committed to accelerating the improvements that are needed to address disparities that exist regarding learning experiences and outcomes among our subgroups, which include our special education and English Language (ELL) student populations.

The following **Evidence-Based Programs (EBP)** will be aggressively implemented to address the disparities that exist for our special education and ELL students:

- Effective Student Support System
- Supporting Curriculum Implementation
- Effective Use of World Class Instructional Design and Assessment (WIDA) Framework
- Effective Programming for Multilingual Learners
- Retention Support Programs
- Resource Allocation Aligned to Student Success

Our total financial investments in these programs for FY25, FY26, and FY27 to address the disparities that exist for our special education and ELL students are estimated to be \$1,842,732.

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?

A review of the data for the past several years indicates that student achievement disparities exist for our special education and ELL students in our academic as well as our Career Vocational Technical Education (CVTE) Programs. Mental health issues also remain a challenge for a number of our special education and ELL students. A major consideration for our school is accelerating learning and well-being for students from these subgroups who enroll from 5 different middle schools (3 in New Bedford, 1 in Dartmouth, and 1 in Fairhaven). Disparities for many students in these subgroups began in elementary school and widened throughout their middle school years. Disparities also exist for both our special education and ELL students regarding their learning of concepts and skills on the CVTE side of our school. Teacher observations, progress reports, and trimester/final course grades continue to show that many of our special education and ELL students perform well below that of all our students. Our teachers, counselors, and administrators have identified that a number of our special education and ELL students possess social and emotional needs that continue to adversely impact their learning and achievement, which, in turn, requires additional support from our counselors and our Student Support Team.

As previously stated, achievement disparities exist for our special education subgroup. The percentage of students in this subgroup meeting/exceeding expectations on our state assessment continues to be well below that of all of our students. For example, in ELA, the percentage of all GNBRVTHS students meeting/exceeding expectations on the ELA MCAS for the past 3 years is at or above 50%. However, the percentage of our special education students

meeting/exceeding expectations on that assessment for the past 3 years are: (2021—12% 2022--18% 2023—4%). To have only 4% of our special education students meeting expectations is very concerning. In Math, the percentage of all GNBVTHS students meeting/exceeding expectations on our state assessment for the past 2 years is approximately 50%. However, the percentage of our special education subgroup meeting/exceeding expectations on that assessment are (2022—15% and 2023—11%). Also concerning is the 2023 percentage of special education students' rate of chronic absenteeism, which was 11.7% compared to 8.2% for all of our students.

Disparities in academic learning outcomes also exist for our ELL and Former ELL student subgroup. This subgroup's percentage of students meeting/exceeding expectations on the ELA state assessment were 21% in 2022 and 18% in 2023, both of which are significantly below our results for all students (56% in 2022 and 55% in 2023). Our ELL and Former ELL students' math MCAS results also show significant gaps. Only 11% of those students met/exceeded expectations in 2022 compared to 47% for all of our students. In 2023, 17% of our ELL and Former ELL students met/exceeded expectations compared to 50% for all of our students. Accelerating learning for ELL and Former ELL students remains a significant challenge. In addition to learning the content and skills in their academic and career and technical programs, these students are learning a new language that requires them to develop their listening, speaking, reading, and writing abilities.

*** 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?**

Building and enhancing our **EBP Student Support System** will serve to ensure that we are identifying students' learning, social, and emotional needs and addressing them with appropriate support in a timely manner.

The professional development that our Career Vocational Technical Education (CVTE) teachers are receiving as they implement our Skills Plus Program in their CVTE Instructional Labs is providing them with effective progress monitoring tools that will identify special education and ELL student learning gaps with the Massachusetts Career and Technical Curriculum Frameworks. Teachers can then tailor their instruction to meet individual student needs. Use of the Skills Plus Program will allow us to effectively **Support Curriculum Implementation** as another one of our **EBP**.

Effective use of the **WIDA Framework** is another **EBP** that is allowing us to build on and strengthen the work that is currently in place in our school. Utilizing best practices from the framework will provide the additional support that our ELL students need to achieve and find success.

By adding new systems and support for our ELL students, we will strengthen our progress as we provide **Effective Programming for Multilingual Learners** as an **EBP** that respects students' heritage and recognizes their native language, while also supporting their English language development and learning. Our new systems include assessment systems, culturally responsive teaching, and technology to support language acquisition.

Our **Retention Support Programs** (Summer Induction and Mentoring) that are provided for all of our 1st and 2nd year teachers, especially our CVTE staff who enter our school from the trades, will continue to make a positive difference for our special education and ELL student populations.

Finally, **Resource Allocation Aligned to Student Success** is another **EBP** we employ as part of an on-going process that allows us to dedicate funds that support our student subgroups who directly benefit from the services that are provided by specific school personnel.

*** 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.**

English learners, Students with disabilities

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

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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.**

GNBRVTHS personnel view parents as partners in the education of our students and their children. Our bi-weekly community newsletter (Paw Prints) is shared with parents and family members in multiple languages. The newsletter focuses on what is happening in our classrooms and CVTE Instructional Labs, school events, as well as special programs that are established within our Family Engagement Center. We also deploy routine (bi-weekly) multi-lingual Pulse Checks (POSSIP Surveys) to our families, which allows them to share ideas, express concerns, identify needs, and the ability to provide open-ended responses. Capturing this survey data provides district personnel with the ability to follow up in a timely manner. These surveys provide us with the opportunity to ask our parents about what is on their mind, to listen, and then act to address their concerns or follow up on their ideas.

Through a collaborative effort with personnel from other area high schools (New Bedford; Dartmouth; Fairhaven; and Old Rochester, as well as the Southeastern Massachusetts Educational Collaborative), we continue to strive to increase the number of parents/guardians of children with disabilities as part of our Special Education Advisory Council.

Our Family Engagement Center personnel provide school and community resources to families. Monthly parent/guardian meetings have focused on various topics, which have included how our school can better meet the needs of students.

Our ASPEN Family Portal provides online access for communication. This secure site provides student and family access to grades, assignments, attendance, and progress reports. The portal allows parents to email teachers and set automatic email notifications if a grade falls below a specific threshold. The District

has also added Remind.com to allow teachers and other educators to communicate directly with families and students.

Led by our School Principal, we have an active and diverse School Council that includes 26 members (students, parents, and school staff). Our District Strategic/Improvement Plan, budget plans, Student Handbook updates, our yearly SMARTIE goals, and student achievement results are major topics that are shared at our meetings, which are held throughout the school year. The council members continue to provide feedback and recommendations on these topics for our school leadership team.

District personnel continue to reach out and engage our ELL Parents. The District has a yearly ELL/Title I Spring Advisory Meeting. Parents and community members participate in these meetings that provide the opportunity for school staff and parents to engage in dialogue to improve our school programs and student achievement. Our ELL staff have provided ESL and citizenship classes for parents of ELL students, as well as presented specific ways in which parents can support their students' learning and success in school and in our community.

*** 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.**

We will measure increased family engagement in our targeted groups by implementing an annual survey to parents/families of special education and ELL students to obtain feedback that provides them with the opportunity to assess the impact of our SOA Plan and to identify improvements to our Plan.

*** 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.**

We have engaged different stakeholder groups in the development of our SOA Plan. As previously stated, we have an active and diverse 26-member School Council that includes representatives of our special education and ELL student populations. Discussions with the council regarding the disparities that exist with our student subgroups, coupled with the elements of our EBP to address them, have given us the opportunity to obtain meaningful feedback that has allowed us to integrate members' perspectives into our Plan. Similarly, our annual Title I/ELL Spring Advisory provides us with the opportunity to share student achievement successes, disparities of our student subgroups, as well our EBP to address them with parents and community members. Their feedback on these topics have allowed us to integrate their perspective into our Plan, as well. Continuing to report on the impact of our SOA Plan to our stakeholders and obtaining their feedback and recommendations for improvement will allow us to monitor our progress in meeting our improvement targets and make the additions/adjustments that are needed to strengthen our plan.

*** 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:**

03/12/2024 

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

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

*** 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.**

EBP Implementation 1: Effective Student Support System: Our Student Support Team includes our Principal, Asst. Principals, Executive Director of Student Services, Student Services Coordinator, Guidance Coordinator, School Psychologist, Director of Athletics, and Supervisor of Attendance. The team is supporting staff and students by analyzing student performance academically, vocationally, socially, and emotionally. By identifying tiered interventions and supports that lead to targeted and meaningful actions plans for students, our team is well prepared to assist our students, with an emphasis on students with disabilities and ELL students. With the increased need for mental health support provided especially by those who speak a language other than English, we are working with Cartwheel, a telehealth service that is co-supported by the Brookline Mental Health Center. Cartwheel provides telehealth services to students and families within our school community. Access is primarily outside of school hours until 8:00 pm, weekends, and vacations thereby creating equity for all families to access care. Cartwheel provides students in need with individual therapy, psychiatric evaluations, medication management, case management support for families, clinical consultation for school staff, and collaboration with the family and school. Every Cartwheel clinician is trained in evidence-based, culturally responsive techniques, and 40% of their care team is bilingual and bicultural.

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

GNBRVTHS is a one-school district.

\$ *** 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.**

GNBRVYHS Student Support Team personnel time and effort projected over the next 3 years is \$77,466.

Cartwheel Telehealth Services projected over the next 3 years is \$135,000.

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

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?**

Change in select indicators from local student surveys that measure school culture/climate, student mental health and well being.

Decrease in chronic absenteeism rates.

All special education and ELL students demonstrate regular school attendance.

Special education and ELL students receiving Cartwheel Services are making sufficient progress in school.

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

*** 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.**

EBP Implementation 2: Supporting Curriculum Implementation. We have begun supporting our Career and Technical Programs' curriculum via the Skills Plus Program. The program is an innovative educational platform that is designed to measure student competency attainment towards achieving the Massachusetts Chapter 74 vocational learning standards by providing immediate feedback for teachers, students, and families in real-time. The program tracks individual student performance on various competencies and skills required by the Chapter 74 learning standards and serves to ensure that students are achieving their learning objectives. By providing real-time progress into students' achievements and areas in need of improvement, instructors can then tailor their instruction to meet their students' individual needs.

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

GNBVRTHS is a one-school district.

\$ *** 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.**

The projected cost of the Skills Plus Program is \$8,400 per year (3 years @ \$8,400 = \$25,200).

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

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 in High-Quality Instructional Materials/Systems adoption rates.

Increase in High-Quality Instructional Materials/Systems as measured by classroom walkthrough tools.

Students are attaining proficiency with the CVTE competencies, as measured by the Skills Plus Program.

- 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

*** 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.**

EBP Implementation 3: Effective use of WIDA Framework. Our district continues to make progress implementing World Class Instructional Design and Assessment (WIDA) strategies in our classrooms. Teachers recently participated in professional development workshops that focused specifically on supporting ELL students' learning and achievement that have clear connections to the WIDA Framework. The workshops focused on student learning gaps regarding listening, speaking, reading, oral language, literacy and comprehension and offered strategies to address those domains. Professional development will be scheduled that builds on the WIDA Framework with a focus on Sheltered English Immersion (SEI) instructional strategies. SEI's best practices regarding visual aids, use of real-life context, vocabulary journals, and cooperative learning activities that become part of our teachers' professional development training will serve to support their ELL students' learning. Effective Language monitoring and immersion learning activities, coupled with differentiated instruction and tiered support for students, will further enhance teachers' instructional knowledge and skills.

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

GNBVRTHS is a one-school district.

\$ *** 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.**

We are projecting the cost of these professional development workshops to be \$15,000.

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

Professional Development

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 High-Quality Instructional Materials/Systems adoption rates.

Increase in efficacy of High-Quality Instructional Materials/Systems as measured by classroom walkthrough tools.

Increase in academic language achievement of ELL students as measured by local data.

ELL students are reaching their respective MCAS and ACCESS Learning Targets.

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 +

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

*** 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.**

EBP Implementation 4: Effective Programming for Multilingual Learners. Culturally Responsive Teaching (CRT) is currently a District-wide goal. Teachers are infusing CRT practices into lesson plans that incorporate students' cultural identity and experiences into classroom instruction. CRT serves to validate students by acknowledging their heritage and including it as part of their educational activities. The district will be investing in **Flashlight360**, a language development platform that focuses on ELL students' speaking and writing progress. The platform is a research-based effective progress monitoring tool that provides real-time feedback regarding students' speaking and writing skills. The district will also be investing in **Pocket talk** as a tool to support ELL students' language acquisition and development. ELL students will be provided with this simple handheld tool that provides instant pronunciations and translations. Pocket talk is a learning tool that will empower students by enhancing their language skills, which, in turn, will increase their confidence and motivation to learn.

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

GNBRVTHS is a one-school district.

\$ *** 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.**

Estimated 3-year cost of this EBP: Flashlight 360-- \$15,000 Pocket Talk Units (50 @ \$209)-- \$10,450.

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

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 in the percent of ELL students making progress on the ACCESS Assessment.

Increase in the percent of ELL students meeting/exceeding expectations on the ELA MCAS.

ELL students are reaching their respective MCAS and ACCESS Learning Targets.

- 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

*** 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.**

EBP Implementation 5: Retention Support Programs begin for our new educators prior to the start of the school year. Our new educators meet for three full days in August with members of our school leadership team to learn about our school policies, procedures, and expectations. Introductory sessions regarding curriculum implementation, technology, special services, and classroom management provide key information for our new educators. Touring our extensive facility, addressing their questions, and identifying how best to prepare our new staff to meet with success help to provide them with a positive connection to their new school. Our Mentor Program provides all of our 1st and 2nd year teachers with an experienced, trained mentor. The first years of teaching truly matter, which is why effective mentoring of our new teachers is vital for their success. Our mentors and mentees meet regularly to review school policies, procedures, and routines. Our mentors provide essential direction and guidance for our new teachers regarding curriculum, instruction, assessment, classroom management, and student support. Our mentors and mentees work as a team to support students' learning, well-being, and success. GNBRVTHS mentors also provide our mentees with a sense of belonging and connection to their new environment. Our Summer Induction and Mentor Programs are primary reasons why our staff retention rate is very high.

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

GNBRVTHS is a one-school district.

\$ *** 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.**

Estimated 3-year cost of this EBP: Mentor Program—\$66,000

*** 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 retention of effective educators as measured by local data.

Increase in rate of educators converting emergency licensure to initial licensure as measured by local data.

Special education and ELL students are reaching their respective MCAS and ACCESS Learning Targets.

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

*** 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.**

EBP Implementation 6: Resource Allocation Aligned to Student Success: A high priority for our district has been the continued employment of personnel previously hired as part of our initial SOA Plan to support special education and ELL students (Special Education teachers (2), ELL teacher, and School Adjustment Counselor). Our special education and ELL teachers provide targeted support for students with disabilities and ELL in both their academic classes and CVTE Instructional Labs. The continuation of our School Adjustment Counselor position is essential, as it provides students with additional support regarding their social, emotional, and mental health needs. An Instructional Support Coach has been added to our staff this year. The coach meets with all of our non-professional status teachers and provides best practices/strategies regarding curriculum implementation, instruction, and assessment. Strategies to support students with learning deficiencies/gaps are also part of the work that our Instructional Support Coach provides for all of our non-professional status teachers. This new position will continue to be included in our yearly district budget.

All of these **EBP** connect and link to the student services, personnel, and related financial investments we will dedicate to address the student learning and achievement disparities that exist for our special education and ELL students. In total, they represent our sustained efforts, as well as the changes we will implement to provide our students with the knowledge, skills, motivation, and commitment to learn they need to find success in our school and beyond.

Closing Comments: The District recently adopted four overarching objectives as part of our new Strategic District Improvement Plan (SDIP). **Our 25-member SDIP team is in the process of identifying the actions steps that will be implemented to meet them.** One of those objectives is to provide high quality, engaging, and relevant learning experiences in a dynamic environment that promotes student growth, builds a culture of innovation, and prepares students academically, emotionally, and socially to be productive global citizens. **The components of our SOA Plan that identifies the EBP we have identified to address the disparities of our special education and ELL students, as well as our improvement targets, will be included as action steps under that objective in our SDIP and become integral parts of that important forward-looking document.**

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

GNBRVTHS is a one-school district.

\$ *** 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.**

Estimated 3-year cost of this EBP: Special Education Teachers (2), ELL Teacher, School Adjustment Counselor, and Instructional Coach represent 5 positions.

Total cost: FY25 \$484,848 FY26 \$499,393 FY27 \$514,375 Total is \$1,498,616.

These estimated costs include a 3% COLA each year for each position.

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

Classroom & Specialist Teachers, Employee Benefits/Fixed Charges

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 retention of effective educators as measured by local data.

Increase in rate of educators converting emergency licensure to initial licensure as measured by local data.

Special education and ELL students are reaching their respective MCAS and ACCESS Learning Targets.

 EBP 3.3B Support for Effective Team Practices

Greater New Bedford Regional Vocational Technical (0825) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0



General Checklist Comment

We are pleased to let you know that your district’s plan meets all the required criteria for SOA Plans. No further district action is required.

We anticipate that plans will be publicly available in July 2024. If you have any questions, please feel free to reach out to us at SOAPlans@mass.gov.

Moira Connolly

4/17/2024
10:19:11
AM

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



1. Overall Plan

OK

Moira
Connolly

4/17/2024
10:19:11 AM

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

Moira
Connolly

4/12/2024
12:05:03 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

Moira
Connolly

4/17/2024
10:19:11 AM







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.

<input type="checkbox"/> 4. Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement <i>Note: There are no criteria for reviewers to evaluate in this section (selecting the target checkbox is required to submit the plan in GEM\$).</i>	OK ▼	Moira Connolly	4/12/2024 12:18:01 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"/> 5. Section 4: Engage Families/Caregivers and other Stakeholders	OK ▼	Moira Connolly	4/12/2024 12:21:45 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"/> 6. Section 5 - First EBP: Select Evidence Based Programs to Address Disparities in Outcomes (to be completed for each EBP selected)	OK ▼	Moira Connolly	4/17/2024 10:13:22 AM
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"/> 7. Section 5 - Second EBP: Select Evidence Based Programs to Address Disparities in Outcomes (to be completed for each EBP selected)	OK ▼	Moira Connolly	4/17/2024 10:13:22 AM
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.			
	8. Section 5 - Third EBP: Select Evidence Based Programs to Address Disparities in Outcomes	OK 	Moira Connolly	4/17/2024 10:14:15 AM
	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.			
	9. Section 5 - Fourth EBP: Select Evidence Based Programs to Address Disparities in Outcomes	OK 	Moira Connolly	4/17/2024 10:19:11 AM
	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.			
	10. Section 5 - Fifth EBP: Select Evidence Based Programs to Address Disparities in Outcomes	OK 	Moira Connolly	4/17/2024 10:19:11 AM
	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.	