Student Opportunity Act Plan

Boxford

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* Students with disabilities

*The rationale for selecting these student subgroups.*

The Boxford Public Schools is committed to ensure high level of instruction with high expectations for all students. The district has chosen to focus on Students with Disabilities to continue to advance our instruction, programming and social opportunities for these students. Over the years, Boxford has move towards an inclusive model of education, based in research, for students with disabilities. Utilizing funds from the Students with Opportunities Act will allow us to continue to develop and improve this instructional model to continue to provide full educational opportunities for all students.

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

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

Over the past several years, the district has moved towards a more inclusive model of education, including co-teaching. The district began it's co-teaching movement with training of both general education teachers and special education teachers. Marilyn Friend, a renowned co-teaching expert, was contracted over a two-year time period to provide training to our teachers. Ms. Friend conducted professional development in a "whole group" manner, but also did direct consultation and coached with each co-teaching team. Through that training, the district has incorporated several full time co-taught classrooms across grade levels. Currently, the district has a facilitated co-teaching committee which allows teachers to collaborate and plan with each other on a consistent basis. Moving forward, continued committee work and professional development is required to expand our co-teaching model as well as train new teachers.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
|  |  |  |  |
| **1** | **Professional Development** | **19870** | **Professional Development** |

Focus Area 2: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Currently, in our Prek-6 school district, there are multiple co-taught classrooms. These classrooms serve grades K, 3,4,5 and 6. Our goal moving forward is to expand to an offering of at least one co-taught class per grade level as well as expand the number of offering per grade level at the higher grades.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Professional Development** | **10000** | **Professional Development** |

Focus Area 3: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Currently, in our Prek-6 school district, there are mutliple co-taught classrooms. These classrooms serve grades K, 3,4,5 and our goal moving forward is to expand to an offering of at least one co-taught class per grade level as well as expand the number of offering per grade level at the higher grades.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **professional development** | **1000** | **Professional Development** |

Focus Area 4: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Over the past several years, the district has moved towards a more inclusive model of education, including co-teaching. The district began its co-teaching movement with the training of both general education teachers and special education teachers. Marilyn Friend, a renowned co-teaching expert, was contracted over a two-year time period to provide training to our teachers. Ms. Friend conducted professional development in a "whole group" manner, but also did direct consultation and coached with each co-teaching team. Through that training, the district has incorporated several full-time co-taught classrooms across grade levels. Currently, the district has a facilitated co-teaching committee that allows teachers to collaborate and plan with each other on a consistent basis. Moving forward, continued committee work and professional development are required to expand our co-teaching model as well as train new teachers.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** |  | **0** |  |

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

Over the past several years of co-teaching roll out, all stakeholders have been engaged. This has happened primarily though Superintendent surveys of all stakeholder, conversation and input at School Committee meetings and conversation and input during staff meetings. Input was also gathered from SEPAC. This input with continued to be gathered throughout the upcoming years to assess effectiveness of programming as well as any changes that need to be made.

**Certifications**

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

Over the past several years of co-teaching roll out, all stakeholders have been engaged. This has happened primarily though Superintendent surveys of all stakeholder, conversation and input at School Committee meetings and conversation and input during staff meetings. Input was also gathered from SEPAC. This input with continued to be gathered throughout the upcoming years to assess effectiveness of programming as well as any changes that need to be made.

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

Date of Approval: 03//12/2020