Student Opportunity Act Plan

Canton

# 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.*

* First language not English students
* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

As reflected in our Strategic Framework, Canton Public Schools (CPS) seeks to blend academic growth with the social and emotional development of every child. Our goal for every child is to be a successful learner and to accept mistakes as a step in growth and learning. As we work to attain educational excellence across all schools, in every classroom, every day, in support of consistently high growth and achievement for every student, data reports repeatedly show that not all student groups have experienced the same level of success; there is a clear achievement gap for our economically disadvantaged students, students with special needs, African American students and EL students. This gap continues to be present in our MCAS achievement data from third grade through tenth grade.

The achievement data for our subgroups of students have shown an additional concern for our African American and Hispanic students. Within the African American/Black student population, 17.4% and 14.3% of Hispanic students have IEPs, compared to 11.5% of white peers. African American students have been over identified with communication disabilities and are more likely to be identified with emotional impairments or health impairments than their white peers. With this proposal, we are addressing the learning needs of these subgroups of students beyond our current efforts so that they are better able to make academic progress and overcome the discrepancies in achievement data that continue to exist.

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

***Focus Area 1:*** Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

Research Based Early Literacy in Pre-Kindergarten and Early Elementary Grades: During the 2019-20 school year, CPS began to address the limitations of a scripted basal reading program by investigating Reader's and Writer's Workshop. We chose to investigate the workshop model of instruction in response to the clear subgroup data that showed that the whole group instructional practices of the reading program were not effective for many of our students. It became clear this year that our previous program had not provided our teachers with the necessary tools to help them assess, teach and then monitor progress in the core components of reading: phonemic awareness, phonics, fluency, vocabulary and comprehension. The discrepancies in achievement data for our Economically Disadvantaged students, African American students, students with special needs and EL students exist from the first time that they are assessed on MCAS in third grade and remain consistent through their final MCAS testing in high school. We need to provide developmentally appropriate instruction more consistently in the early grades so that students develop the necessary foundational literacy skills they will need to become proficient readers and writers. An important component of this work is assessment and progress monitoring, both of which are not currently in place across all our preK-2 classrooms. CPS educators will need training and resources so that they can more readily assess student performance in these key areas, analyze the information collected (qualitative and quantitative), and design for instruction as needed for students at varying levels with access to high quality instructional materials. As well, it will be critically important that those instructional materials reflect the diversity of the students in our targeted subgroups.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Phonemic Awareness curriculum** | **3360** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Phonics Instruction curriculum** | **36,000** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Dyslexia screener** | **5,000** | **Instructional Materials, Equipment, and Technology** |

***Focus Area 1:***  Supporting educators to implement high-quality, aligned curriculum (E and F)

Supporting Educators to Implement a High-quality Aligned Curriculum: CPS has also been attending the Multi-tiered Systems of Support (MTSS) trainings provided by DESE. Our data analysis has made it clear that many of our students need more support than they are currently getting. Advancing our MTSS work will begin with the identification of tiered supports that can be provided both by classroom teachers and by EL and special education teachers during intervention blocks and in inclusive classrooms throughout the day. This will require us to provide additional training and resources for educators to be able to provide this support.

We also see this as an opportunity to deepen our work in Project Based Learning (PBL). Teachers at Canton High School (CHS) and Galvin Middle School (GMS) have been participating in PBL professional development and implementing PBL units. Our middle school is embarking on a partnership with i2learning to create and implement interdisciplinary PBL units of study across the school year. The work will begin with the sixth grade team. Grades 7 and 8 are continuing to create PBL units of study for their classes, as well. This work will help us to change instruction for all students (Tier 1) and better meet the needs of learners, especially those who are typically at the margins of performance and/or marginalized.

During the 2019-20 school year, we reorganized our middle school so that teachers could work on true teams with smaller groups of students. The next phase of work will be to support the educators on each team as they seek to truly collaborate in support of students. We will do this by beginning the MTSS work of identifying when and what tiered supports can be made available. Our GMS team is currently working on a schedule redesign process to determine how opportunities for intervention can happen during the school day without students missing instruction. We will work to support teachers to identify necessary data points to monitor student performance. With this, teachers will be able to better identify students who are struggling and connect them with additional tiered supports. We believe that the combination of an interdisciplinary approach to curriculum and unit design with PBL, along with advancing our efforts with tiered systems of support will result in a more comprehensive view of each student and their needs, resulting in overall improvement in student engagement, ownership and achievement

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **MTSS tiered supports** | **15,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Classroom libraries** | **20,640** | **Instructional Materials, Equipment, and Technology** |

**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)
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: Student surveys
* Custom District Metric 2: Discipline data
* Custom District Metric 3: Dyslexia screener
* Custom District Metric 4: Alternative Assessments
* Custom District Metric 5: Progress Monitoring

**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.*

CPS recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups and the changes in our literacy instruction, we will provide workshops and opportunities for parents to learn how they can support literacy at home. One example of this is the provisioning of classroom libraries and take-home resources for phonemic awareness that we are building into our preschool. It is essential that we stock our classroom libraries with diverse literature so that our students can see themselves in the books that they read. This will promote engagement for all readers. Our Home School Interventionists will work with classroom teachers in reaching out to the families who need support, including providing home visits when needed to help engage a family. As we improve our systems of assessment for early literacy, we will also improve our structures for communicating student progress with parents and families.

As part of our system-wide focus on educational equity, during the 2019-20 school year, we developed an instructional materials evaluation tool that our educators use to screen their materials for bias and stereotypes. We will continue to provide additional professional development for our educators to help them become more aware of their own biases, to build their awareness of the students they teach, and learn ways to better engage families.

At the middle school level, there will be a public component of the students' PBL work that brings parents into our schools as students showcase their work. We will also be engaging parents in events designed to help them understand what the shifts are in our instructional strategies and why they are so beneficial to the student experience and overall improvement in student learning.

**Certifications**

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

Due to the unexpected school closures, we were not able to fully implement our community engagement process. The information of our focus areas was shared at some of our School Council meetings, but others were not able to happen due to the closure. We have engaged our School Committee in discussion about our SOA focus areas. This work will be ongoing, when we return to normal operations.

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

Date of Approval: 04/27/2020