Student Opportunity Act Plan

North Brookfield

# 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.*

* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

The North Brookfield Public Schools is a very small school district with just under 600 students total in grades PreK-12. As our District Improvement Plan states; "The North Brookfield Public Schools is a community that provides students with opportunities to grow academically, socially, emotionally, and physically, with the goal of producing successful, productive citizens, and future leaders." To accomplish this mission, we know that not all students and families can provide the same level of support. The subgroup in our community, based on the data, that requires additional support is the economically disadvantaged group. This group makes up approximately 50% of our student body. The focus of the evidence-based programs listed below is to support all students (and families) including those that are economically disadvantaged. Students that are from economically disadvantaged households require significant support, access, and opportunities, to level the playing field. We anticipate by ensuring all families have access to a high quality full day preschool program, access to high quality early literacy programs, and access to early college programs, along with many other supports, including full engagement with our families and community, our students, particularly those categorized as economically disadvantaged, will benefit.

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

## Focus Area 1: Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers (D, F, and G)

During the 2019-2020 school year, the District implemented a second Integrated Preschool classroom based on a number of factors including an increase in the number of PreK students, a local preschool provider closing down, and the need to provide an option for full day preK based on the needs of our community. Our program prior to this school year consisted of only a half day program. Parents could choose either an AM or PM Session that did not provide all students and families what they needed academically, socially, emotionally, or physically. By expanding the program we opened 16 more available slots which have been filled. This was extremely important considering a local preschool provider had closed down leaving many families without appropriate preschool placement options. The plan involves using the funds to ensure that the full day PreK classroom will be fully staffed and have the materials, supplies and equipment necessary. Additionally, due to the cessation of the Inclusive Preschool Learning Environment Grant (Fund Code 391), our District is looking to fund an additional $11,000+ from our District Budget to continue to be able to offer the full day PreK option.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Preschool Teacher** | **80,762** | **Classroom & Specialist Teachers** |
| **2** | **Instructional Assistant** | **15,844** | **Other Teaching Services** |
| **3** | **Instructional Supplies** | **500** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 2: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

The District has had a focus of early Literacy for the past 5 years and during that time we have invested in significant training for staff and the purchase of materials. During that time, we also made the commitment to move one of our reading specialists from the role of interventionist to coach, which is supported by the research. By working to ensure all elementary teachers that teach reading, particularly those that teach at the primary level (grades Kindergarten-Grade 3), are experts in the development of reading and writing curriculum, instructional approaches in the area of reading and writing, and reading and writing assessment practices, we will continue to work to ensure that all students are

reading on grade level by the end of Grade 3. Funds will be used to support the continued use of the coaching model, as well as provide training and curriculum materials to support the initiative.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Reading Specialist/Coach** | **83,600** | **Classroom & Specialist Teachers** |
| **2** | **Instructional Staff Professional Development** | **800** | **Professional Development** |
| **3** | **Curriculum Resources and Materials** | **2,691** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 3: Early College programs focused primarily on students under-represented in higher education (I)

Beginning this year (2019-2020), the District implemented an online learning program through Edgenuity to provide our students with opportunities we cannot currently provide given our size. The program we implemented offered 13 dual enrollment courses through Sophia Learning, and 13 AP Courses, and high interest electives (including CTE Courses) through Edgenuity. We are unable to offer this type of advanced coursework due to low enrollment and the lack of teacher availability. During this year, the District was able to pay for the dual enrollment and AP Courses, however, parents were responsible to pay for the electives if they were interested. We hope to continue offering these programs and the plan is to use the funds received to finance these programs. Providing all students with these opportunities, particularly those from economically disadvantaged families, levels the playing field and helps students be college and career ready.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Sophia Learning Dual Enrollment Program** | **20,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Edgenuity Courseware** | **14,500** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Instructional Staff Professional Development** | **400** | **Professional Development** |

**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 Growth: ELA mean student growth percentile (SGP)
* High School Completion: Four-year cohort graduation rate
* High School Completion: Extended engagement rate (5 year cohort grad rate plus percentage of students who are still enrolled)
* High School Completion: Annual dropout rate
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework
* Post-secondary Success: Enrolled in college during the first year after high school
* Custom District Metric 1: Benchmark Assessment System- Reading
* Custom District Metric 2: PreK-Kindergarten Screening
* Custom District Metric 3: Measure of Academic Progress Assessment
* Custom District Metric 4: Student Satisfaction/Engagement Surveys

**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.*

The District has worked hard over the past three years to improve communication and engagement with all families. In that time the District has initiated a weekly digital newsletter that is sent to each family every Friday. The newsletter provides information to stakeholders on important topics, events, and activities in our schools and in the community. Additionally, the District has initiated events and activities that seek to involve families such as our Ride, Walk, and Run Against bullying event, a Steamathon event, Camp Read-a-Lot, and countless others. Moving forward, the District plans to offer regular meetings, beyond the monthly PTO and Spedpac meetings including informal coffee and dinner meetings with Administrators (Donuts with the Director, Principal's Coffee, Superintendent's Advisory Council, etc). These are opportunities for parents, guardians, and community members to meet with District Administration to discuss initiatives, issues, and concerns. Finally, to advance student voice and agency, the District plans to initiate a Student Advisory Council, Student for the Day program, and regular focus groups to engage in two-way conversations with Staff and Students.

**Certifications**

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

Please summarize your stakeholder engagement process, including specific groups that were engaged: At both the January 13th and February 24th School Committee meetings, the budget was an agenda item. Community members had the opportunity to participate in budget discussions providing the District with important information about priorities of parents and guardians. In addition, the Student representative to the School Committee had an opportunity to weigh in on the proposed budget. The School Committee had a budget workshop February 3rd that focused on the specifics of each school/department request. In addition, on February 13th Budget Information and Feedback sessions were held for staff in the afternoon and another for parents/community in the evening. Finally, the Budget, Budget presentation, and an Executive Summary were shared throughout the process via the website, social media, and the District's digital weekly newsletter encouraging feedback from stakeholders. Moving forward, the budget process will continue as the School District works with municipal partners including the Board of Selectmen and the Finance Committee.

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

Date of Approval: 03/23/2020