Student Opportunity Act Plan

Abington

# 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.*

* 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)

*The rationale for selecting these student subgroups.*

As noted in our Mission Statement, Abington Public Schools is committed to providing all students with relevant, challenging educational experiences to prepare them to be engaged, responsible citizens and members of the global community. Our Guiding Beliefs, aligned with our Mission Statement, include supporting all students achieving success and creating a safe, tolerant, supportive, organized, and equitable learning environment. Based on the review of Abington Public Schools data, our English Learners (EL), Economically Disadvantaged (ED), and Students with Disabilities (SWD) students are not demonstrating the same level of achievement as their peers, as measured by the MCAS test. During the past five years, the district has experienced a significant increase in the number of students in the subgroups EL (predominantly Hispanic/Latino), ED, and SWD. The English Learner student population (predominantly Hispanic/Latino) increased by 271% over the past five- years with a significant number of English Learners entering and performing at Level 1, based on the WIDA Screener and ACCESS results. This data indicates a high level of need and low level of proficiency. The Abington Public Schools has experienced a 28% increase in the subgroup, Economically Disadvantaged, over four years. Lastly, the number of students identified as Students with Disabilities, has increased by 40% during the past five years. Abington is committed to allocating resources and working to close achievement gaps for these identified subgroups.

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

The Abington Public Schools has implemented strategies that focus on meeting the varied needs district-wide of our population of English Leaners (EL), Economically Disadvantaged (ED), and Students with Disabilities (SWD). We will continue and deepen our work in improving equitable access to education for EL, ED, and SWD students.

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

English Learners. The Abington Public Schools invested in an additional EL positions for the second half of 2019-2020 school year and plan to add another EL position for the 2020-2021 school year to support the diverse needs of our EL population (D). These additional positions will allow us to meet Massachusetts' guidelines for the amount of service-time that students receive based on their English proficiency level. Additionally, we will be able to provide more consultation to general educators who work with English Learners so that our EL students can be better supported in general education classrooms.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **EL Teachers (2wa) (DW)** | **180,000** | **Classroom & Specialist Teachers** |
| **2** | **EL Tutor** | **50,000** | **Other Teaching Services** |
| **3** | **EL Instructional materials/ Hardware/Software and Translation Services** | **15,000** | **Instructional Materials, Equipment, and Technology** |

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

 Increase in Co-taught classrooms for Students with Disabilities. From 2014-2017 the Abington Public Schools supported co-teaching in grades 1-4. In 2018, we expanded co-teaching to grade 5 and in 2019, to grade 6. Increasing co-taught classrooms has allowed our SWD to receive more individualized support in their general education classrooms leading to more academic progress and higher academic achievement. At the high school level, SWD are being supported in general education classes with paraprofessionals to improve their academic achievement and progress and reduce replacement classes. The

addition of co-taught classrooms requires additional professional development for general education, special education, and EL teachers in Universal Learning by Design and differentiated instruction. We have also increased our common planning time for teachers in all buildings to allow for collaborative planning and reflection of professional development. (B and E).

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Special Education Teacher (WES)** | **90,000** | **Classroom & Specialist Teachers** |
| **2** | **Special Education Para-professional****(2) (AHS & WES)** | **90,000** | **Other Teaching Services** |
| **3** | **SPED/Inclusion Curriculum Materials** | **10,000** | **Instructional Materials, Equipment, and Technology** |

Focus Area 3: Supporting educators to implement high-quality, aligned curriculum (E and F)

Purchase of new MA Framework aligned materials/ support district curriculum writing. Updating of curriculum and instruction within the district is ongoing. For early elementary literacy, the "Wonders" reading program was adopted and is aligned to the MA Frameworks (F). In order to support equitable access for all students, the Abington Public Schools is procuring professional development from Teaching Learning Alliance (TLA). TLA will be training all teachers, grades K-5, including general education, special education, and EL teachers, in the Workshop Model. In addition, we will continue to procure supplemental supports in the areas of phonics and assessments such as Phonics Units of Study (Heinemann), Heggerty Phonemic Awareness, and Benchmark Assessment System (BAS) to reach all early elementary students (F). All teachers, inclusive of general education, special education, and EL teachers are accessing professional development in these areas and the plan is to continue through the next two years. In the area of Mathematics, we have begun the process of reviewing and using high quality open math resources (such as Open Up Resources and/or Illustrative Mathematics) for all grades to complement the new MA Math Framework and to align K-6 Pearson Envisions 2020 and secondary math programs. Open resources will be accessed and utilized through the professional development from a local math consultant for rollout and implementation. Both sets of resources are being purchased and utilized in order to reach the diverse needs of all students, including EL, ED, and SWD populations.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Curriculum materials** | **10,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Professional Development (ELA)** | **25,000** | **Professional Development** |
| **3** | **Professional Development (Math)** | **15,000** | **Professional Development** |

## Focus Area 4: Increased personnel and services to support holistic student needs (C and/or D)

Social services to support students' social-emotional and physical health. The Abington Public Schools has undertaken many initiatives to better support students' social and emotional development. In order to offer direct services counseling and coaching to individual and small groups of students, the district has introduced a new School Adjustment Counselor position at the secondary level (grades 5 - 12). To offer additional direct services to individual and small groups of students, the Abington Public Schools has contracted with the North River Collaborative for Social Work Interns who work directly with struggling students, partner with teachers for whole group instruction, and work with families to connect them to necessary services in the community. The Abington Public Schools has also committed to Second Step curriculum kits so that our staff can offer proactive instruction on self-awareness, self-management, social awareness, social problem solving, and responsible decision-making (CASEL's core

competencies of social-emotional learning). The Abington Public Schools has provided ongoing professional development to staff on social-emotional learning and managing emotional challenges in the classroom (C).

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Curriculum materials** | **10,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Professional Development** | **10,000** | **Professional Development** |
| **3** | **School Adjustment Counselor (Secondary)** | **90,000** | **Guidance and Psychological** |
| **4** | **Social Work Interns** | **30,000** | **Guidance and Psychological** |

## Focus Area 5: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

Elementary Reading Specialist. The Abington Public Schools is committed to research-based early literacy in the early elementary grades. And as such, will be engaging with an elementary reading specialist to focus on delivering high-quality instruction and intervention at the elementary level.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Elementary Reading Specialist** | **85,000** | **Classroom & Specialist Teachers** |
| **2** | **Curriculum Materials** | **20,000** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 6: Increased personnel and services to support holistic student needs (C and/or D)

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Elementary Classroom teachers. The Abington Public Schools is committed to providing the lowest class-size, in the lowest grades. Due to increases in enrollment of students with special needs, English Learners and typically developing students, the class sizes at the lowest elementary grades are close to breaching 27-28 students per classroom. We will hire school personnel to support holistic student needs (Targeted Student Supports) (D).

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Elementary Teachers (2)** | **180,000** | **Classroom & Specialist Teachers** |
| **2** | **Para-professional (2)** | **90,000** | **Other Teaching Services** |
| **3** | **Specialists and materials to support additional classrooms** | **20,000** | **Classroom & Specialist Teachers** |
| **4** | **Classroom Materials** | **13,000** | **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: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* Custom District Metric 1: District created Accessibility Survey (institutional self-evaluation as mandated by DESE)

**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.*

In Abington Public Schools, we believe that family engagement is essential in ensuring the success of all students. Given the focus of student subgroups, it is important to engage all families. The following programs will be continued for subsequent years with continued emphasis for improving student involvement and engagement:

* ESL Breakfast (1 per year) ESL Family Night (1 per year) ELPAC (scheduled monthly)
* EL After School Tutoring (182 tutoring hours between all buildings) EL Summer Camp (1 week over the summer)
* EL Language Buddies (Once a week)
* EL Suitcase Stories to Build Bridges with the Community (1 workshop, 1 performance) SEPAC (quarterly)
* Title I Family Nights (3 per year) Family Literacy Night (grades K-2)
* Demystifying Standardized Testing Family Night (grades 3 and 4) Curriculum Fun Fair Family Night

Efforts will be made across the district to accommodate different family schedules by scheduling meetings and events during different times of the day, for example morning, afternoons and evenings.

**Certifications**

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

Other areas of engagements for input for this document included:

* One Public Hearing with the School Committee (Jan. 7, 2020)
* One regularly scheduled School Committee Meeting (April 2, 2020)
* EL meeting with the Director of EL
* ELPAC (English Language Parent Advisory Committee) SEPAC meeting
* Abington Education Association (Mar. 6, 2020)
* Town of Abington Finance Committee
* FOG (Financial Officers Group)
* Financial Subcommittee of School Committee

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

Date of Approval: 04/02/2020