Student Opportunity Act Plan

Agawam

# 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
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

As noted in our strategic plan, Agawam Public Schools (APS) is committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our Latinx students, and students with disabilities are not experiencing the same level of MCAS outcomes and graduation rates as their peers. While our EL learners were successful in graduating in four years based on 2018 data, it was the first year the number of ELs was large enough to obtain subgroup data for graduation rates and their performance on MCAS is still significantly lower than all students.

We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

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

Within the last year, and with the development of a district strategic plan, APS has begun to adopt strategies that focus on meeting the needs of our diverse student groups. Alongside several other improvement strategies detailed in our strategic plan, we intend to continue and deepen our work on two important initiatives already underway.

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## Focus Area 1: Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Innovation Pathways; Agawam High School -Agawam High School was designated an Innovative Pathway school for Advanced Manufacturing in the Spring of 2018. In the Advanced Manufacturing Pathway, students are introduced to the domains and systems of Mechanical Engineering, Material Processing, and Manufacturing. Students are exposed to the tools, machines, materials, processes, and products used in the modern engineering/manufacturing labs, and gain an understanding of how key concepts are related to careers in the Technology. This Pathway, in conjunction with an internship, will give students enrolled a better understanding of a career in manufacturing and assist in making academic choices for the future. While in this Pathway, students may obtain college credit through an articulation agreement with Springfield Technical Community College. They may also take advantage of the Dual Enrollment opportunity offered after the sophomore year.

Agawam High School is currently planning to add two additional pathways over the next few years; information technology and healthcare. Through these programs, we are able to extend our early college opportunities for students, expose students to jobs currently needed in the local workforce, and provide authentic work experiences for students. A concerted recruitment effort is made to enroll students with disabilities and English learners.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Professional Development for Technology Instructor** | **5000** | **Professional Development** |
| **2** | **Materials for Manufacturing Course** | **14600** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 2: Increased personnel and services to support holistic student needs (C and/or D)

Hire a director of social-emotional learning to coordinate the Multi-Tiered Systems of Support (MTSS) in our district to support the strategic plan objective:

* Address the range of social/emotional and academic needs of our students by improving our current systems; a comprehensive multi-tiered system of support (MTSS) PreK-12.

District-wide: Utilizing the MTSS Blueprint Assessment, the district systems of support team was able to identify implementation levels in the drivers. From the assessment, the team developed priority next steps that include:

1. Disseminate understanding/calibrate on MTSS; Leverage existing structures and best practices.
2. Collect social emotional data (including data from families)
3. Revamping the schedule for schools that do not offer supports to all students in a systematic way.
4. Improve family engagement; 1) Resource Center development and processes to support new students/families, 2) Reinforcing expectations for family engagement (not just virtual outreach when a student is struggling; also considering what positive foundation relationship-building needs to happen)
5. Firm up partnership relationships (MOUs; explore what they need and vice versa); and establish new partnerships.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Social Emotional Learning Director salary** | **86700** | **Administration** |

**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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* High School Completion: Four-year cohort graduation rate
* Custom District Metric 1: Discipline Referral rates
* Custom District Metric 2: Attendance rates

**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.*

* Principals will engage with school councils.
* Central Administration will attend Special Education and EL Parent Advisory Meetings.
* Workshops/presentations will be conducted with the School Committee.

**Certifications**

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

February/March 2020:

Principals will present SOA to school councils and ask for feedback. Central Administration attended EL Parent Advisory Meetings

March 12, 2020:

Presentation given to school committee

April 28, 2020:

School Committee vote on District Student Opportunity Plan.

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

Date of Approval: 04/28/2020