Student Opportunity Act Plan

Braintree

# 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
* 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

*The rationale for selecting these student subgroups.*

We have been examining academic gaps that often include members of these categories. With the recent school closures, we have even more concerned about how effectively they have kept pace and are achieving relative to their classmates.

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

The selection of these programs corresponds with the identified populations we are targeting. Each of these programs, in their own way, supports the work being done to address the needs of specified student groups, who are not achieving at the same rate as their peers.

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

The district has undertaken a multi-year initiative to introduce the Workshop Model as the instructional pedagogy at all elementary schools. The work began using consultants from the Teaching Learning Alliance and has initially been focused on writing and math instruction. This pedagogy is designed to meet the needs of individual learners in these core subject areas, by allowing them to work in small groups and with teachers at their performance level, while experiencing the same curriculum as their classmates. This personalized approach to instruction, which involves a mini-lesson, independent work, and class collaboration as its structure, has already resulted in increased engagement by many of our struggling learners.

The strategies meld seamlessly with the needs of our special education students, and our special education staff have also participated in the related professional development. The next step in our growth with this pedagogy is the expansion into reading workshop, and the professional development needed to take these next steps has been budgeted and is ready for implementation in the fall.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Workshop PD** | **80,000** | **Professional Development** |

Focus Area 2: Facilities improvements to create healthy and safe school environments (J)

Overall, several years, the district has partnered with the MSBA to engage in two building projects, that ultimately will impact the learning environment for students in eight district schools. The projects transition the two middle schools in town, which are presently 6-8, into 5-8 middle schools. This program will ultimately solve overcrowding issues at all the district's elementary schools, by removing the 5th grades and creating space for electives and special education. At the same time, the East Middle School is set to open in the fall in a 5-8 configuration as a state-of-the-art facility ready to address the needs of 21st Century learners. The second part of the program will involve the construction of a new South Middle School, which the district anticipates will open in 2023. This brand new facility will also be outfitted to meet the emerging needs of students in the 21st Century. The comprehensive look at addressing the needs of the majority of schools in the district will provide physical spaces that are appropriate for the needs of our special education programs, our elective offerings, our counseling services, and our ELE populations.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Capital** | **3500000** | **Other** |

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

The district has made a concerted effort to partner with Massasoit Community College to engage struggling students in college level coursework. Our alternative program at Braintree High School has facilitated having their students take advantage of the MDEP/CDEP Program for Dual Enrollment for several years. The program has expanded over that time and students have taken a variety of courses for college credit, while pursuing graduation from Braintree High School. Most families pay the tuition for the courses that their students are taking, but the district maintains a small budgetary amount to cover those students whose families cannot afford the tuition.

More recently, our Language Enrichment program, which serves special education students, had twelve students participating in the MCC course, "Topics in Computers". This year, the Launch Program, which serves special education students between the ages of 18-22, completed two courses at Massasoit this year, including "Attaining Excellence in Customer Service" and "CPR and AED Training". The district paid MCC for the courses, so that all students could participate. All of this coursework is being offered to students who historically have struggled in school and has helped to better prepare them for continuing their education after graduation. The program continues to be assessed annually to determine where new opportunities for student participation lay. The district is committed to the appropriate expansion of the program to meet the needs of challenged student populations who benefit from the rigor of the courses and exposure to continuing their education beyond high school.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Course Tuitions** | **20000** | **Other Teaching Services** |
| **2** | **Instructional materials** | **1600** | **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
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

**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 maintains a very active SEPAC and has begun a PAC for our ELE students. Central administration meets frequently with the School Advisory Board, made up of parental representatives from each of the schools in the district. Braintree has been a member of METCO for decades, and works collaboratively with the METCO office to expand our enrollments and meet the needs of our students. Regular communication to families is provided through an extensive district website, the RAVE alert system, and email communications. Numerous evening presentations are provided to families each year to address topics such as health & safety, academic performance and assessment, instructional programming, and others.

**Certifications**

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

The Strategic Planning process included teachers, parents, community members, PTOs, and our PACs. The plan has been supported by the community and approved by the School Committee during open session.

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

Date of Approval: 3/15/2021