Student Opportunity Act Plan

CENTRAL BERKSHIRE

# 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.*

* 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.*

The district data reflects a gap between outcomes for learners in these categories and peers who are not in these categories.

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

The district as part of their work on Inclusive Practices (UDL, PBIS, SEL) will be adding Registered Behavior Technicians in two schools. These additions will result in RBT's being present in all schools PK-8 to support students in accessing inclusive settings.

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

The program of expanding Registered Behavior Technicians to support students with social, emotional and behavioral challenges in the school setting will increase students ability to access education in the inclusive setting.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Registed Behavior Technicians** | **46,000** | **Other** |

**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
* Custom District Metric 1: PBIS, SWIS Data
* Custom District Metric 2: Discipline Data

**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 holds SEPAC meetings, informational sessions through the Curriculum Sub-Committee of the School Committee, Parent Advisory Councils for each school and surveys. There has been an ongoing identification of need for additional social and emotional supports for students.

**Certifications**

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

Looking at feedback from parents and staff as presented through multiple stakeholder groups, surveys and other methods of gathering data that identified a pressing need for increased social and emotional supports.

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

Date of Approval: April 16, 2020