Student Opportunity Act Plan

Chelsea

# 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.*

* First language not English students
* 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)
* African American/Black students
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

Chelsea Public Schools (CPS) is an urban Gateway district in the Commonwealth. The student population of CPS is majority Latino and low-income. Of our 6,200 students, our student population is 87.6 percent Hispanic, 6.4 percent White, 4.3 percent African American, and 1.7 percent other. Additionally, 37.1 percent are English Language Learners, 16.1 percent are students with disabilities, and 70 percent are low-income. Based on the aforementioned data points, Chelsea Public Schools has a student population that has many needs that need to be met by the Student Opportunity Act.

In reviewing the achievement by subgroups on MCAS 2.0 over the past two years, we see that the performance of our Latino students is 61 percent (substantial progress toward target). The performance of our English learners is 72 percent (substantial progress toward target); this past year we saw growth district-wide with our English learners, 13 percent increase from 2018. While we had nice growth with our English Learners, each year we received many English learners from El Salvador, Honduras and Guatemala; this current year (July 2019 – January 2020), 279 English learners from these three countries enrolled in Chelsea Public Schools. Thus, we continuously educate newcomers to the United States. Additionally, our students with disabilities continue to struggle. For example, the performance of our students with disabilities was 40 percent (moderate progress toward goals) on the MCAS 2.0.

In analyzing data across the grade levels on MCAS 2.0, there are several bright spots as well. At the high school level, we had gains in mathematics over the past year. For example, from 2018 to 2019, the high school had a 5.6 percent increase in mathematics for all students, the biggest gains in mathematics was the English learner subgroup at 10.1 percent growth. The only subgroup at the high school level did not have gains was the students with disabilities subgroup (-2.2 percent). In ELA, we plateaued at the high school level with all students at -.4 percent growth. Lastly, we were flagged for low graduation rates on our 2019 Accountability Report Card.

In the middle grades, mathematics and ELA performance over the past three years on the MCAS 2.0 has been relatively small. For example, in grades 5, 6, 7 and 8, we had moderate growth towards target. However, with our students with disabilities subgroup, we had limited or no progress toward targets (21 percent).

In reviewing our elementary grade data, overall, we saw substantial progress toward targets in three of four of elementary schools. Our English learners are making substantial growth toward targets along with our students with disabilities. While we are moving in the right direction in our elementary grades, the majority of our students score within in the partially meeting expectations category in ELA and Math. Thus, while there is a solid foundation, we need to continue to focus on deeper and rigorous learning.

After reviewing this data, we summarize the following conclusions:

* Disparities in student subgroups performance are apparent district-wide, especially with our students with disabilities.
* Our English learners are making great gains; however, each year we enroll many new English learners keeping our foundational classes full of level 1 and level 2 English learners.
* Overall, our middle grades struggle to make substantial growth in both ELA and math and with our English learner and students with disabilities.
* The high school level we have made gains in math, including our English learner subgroup; this is evidence that the Bridge Program that we have within the high school to service English learner groups is doing good work. We need to focus on our special education subgroups and increase our graduation rate.

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

The Student Opportunity Act offers an opportunity for Chelsea Public Schools to commit to additional evidence-based programs to close opportunity and achievement gaps among our student subgroups. The Department has recommended that, based on our district's projected increase in Chapter 70 state aid and less a reasonable factor for inflation, CPS should allocate a minimum of $8.5 million in Year 1 (FY21) incremental Chapter 70 funds towards evidence-based programs. Based on internal projections, we anticipate that incremental Chapter 70 funds for evidence-based programs in Years 2 and 3 will be in the range of an additional 5-9 million each year.

We intend to use our Student Opportunity Act funds to adopt or deepen special education and English Language programs, and intend to make multi-year, sustained commitments to these priority areas:

Targeted Student Supports, increased personnel and services to support holistic student needs. We will add special education, English learner and social emotional support staff.

Targeted Student Support, inclusion/co-teacher for students with disabilities and English learners. We will add special education and English learner staff at each school, especially our middle grades, to meet the needs of our most neediest students.

Enhanced Core Instruction, supporting educators to implement high-quality, aligned curriculum by investing in coaches and coordinators to support our English learners, inclusion, dual language program, digital learning, and STEM.

Targeted Students Supports, dropout prevention and recovery programs. We will invest in our alternative school, Chelsea Opportunity Academy and our Intergenerational Literacy Program that services our adult students.

Conditions for Student Success, facilities improvements to create healthy and safe school environments.

We will use SOA funds to increase extraordinary maintenance of service, water sewage costs and pay for the labor for graduation outside.

Conditions for Student Success, labor-management partnerships to improve student performance. We will work to have competitive salaries.

Talent Development, diversifying the educator/administrator workforce through recruitment and retention. We will add a recruited to our human resource department along with increase incentives for staff.

Talent Development, increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers. We will add a coach to the football team and pay for common planning time.

Enhanced Core Instruction, Early College programs focused primarily on students under-represented in higher education. We already have a robust Early College program; however, due to growth and the goal of expanding Early College our desire is to hire a Coordinator of Early College at the district level.

## Focus Area 1: Early College programs focused primarily on students under-represented in higher education (I)

Enhanced Core Instruction, Early College programs focused primarily on students under-represented in higher education. We already have a robust Early College program; however, due to growth and the goal of expanding Early College our desire is to hire a Coordinator of Early College at the district level.

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

Over three years, we will add special education, English learner and social emotional support staff to each school. 1 FTE of each in year one to every school.

## Focus Area 3: Over three years, we will add special education, English learner and social emotional support staff to each school. 1 FTE of each in year one to every school.

We will add special education and English learner staff at each school. We will add one FTE of each to every school in year one.

## Focus Area 4: Supporting educators to implement high-quality, aligned curriculum (E and F)

We will enhance core instruction, supporting educators to implement high-quality, aligned curriculum by investing in coaches and coordinators to support our English learners, inclusion, dual language program, digital learning, and STEM.

## Focus Area 5: Diversifying the educator/administrator workforce through recruitment and retention (D and/or H)

Talent Development, diversifying the educator/administrator workforce through recruitment and retention. We will add a recruiter to our human resource department along with increase incentives for staff.

## Focus Area 6: Dropout prevention and recovery programs (I)

Targeted Students Supports, dropout prevention and recovery programs. We will invest in our alternative school, Chelsea Opportunity Academy and our Intergenerational Literacy Program that services our adult students. We will add 1 fte of support staff to Chelsea Opportunity Academy and .50 interventionist.

## Focus Area 7: Diversifying the educator/administrator workforce through recruitment and retention (D and/or H)

Talent Development, diversifying the educator/administrator workforce through recruitment and retention. We will add a recruiter to our human resource department along with increase incentives for staff.

## Focus Area 8: Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers (B and D)

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Talent Development, increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers. We will be creative and pay for common planning time.

## Focus Area 9: Labor-management partnerships to improve student performance (E)

Conditions for Student Success, labor-management partnerships to improve student performance. We will work to have competitive salaries. Dependent on collective bargaining.

## Focus Area 10: Facilities improvements to create healthy and safe school environments (J)

We will use SOA funds to increase extraordinary maintenance of service, water sewage costs and pay for the labor for graduation outside.

**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
* 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)
* High School Completion: Four-year cohort graduation rate
* Post-secondary Success: Enrolled in college during the first year after high school

**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.*

We have built in what we coined as "Trust Conferences" as part of our DNA in Chelsea Public Schools. Also, we are partnering with our Harvard Intern on Co-Design work with parents at each school to build leadership and parent capacity. Additionally, each year we continue to add staff to our parent and family engagement efforts - - SOA will allow us to continue to build on the work.

**Certifications**

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

We held 3 community conversations with teachers, community and families in February and created an online survey to gather feedback from stakeholders.

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

Date of Approval: 05/14/2020