Student Opportunity Act Plan

Clinton

# 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)
* White students

*The rationale for selecting these student subgroups.*

Clinton Public Schools (CPS) consists of the three schools (elementary (pre-k-4), middle (5-8), and high (9-12)) and has an enrollment of 1900 students. Our student population is 67 percent white, 27 percent Latino, 3 percent African American, 1 percent Asian, and 2 percent multi-race. Additionally, 26.5 percent of the population has a first language that is not English and 12.5 percent of the population are English Learners while 20.9 percent are students with disabilities and 38.5 percent are economically disadvantaged. Overall, 55.8 percent of the student population is classified as high needs. Based on our district's data described below, CPS needs to work on multiple fronts to effectively address the needs of all students.

Clinton Elementary School (CES) has been identified for targeted assistance because of low performing sub-groups. The white sub-group and high needs sub-group were both identified as performing in the bottom 10th percentile. Through this targeted support, CES has formed a Sustainable Improvement Team that is working with the Statewide System of Support to analyze data and develop a sustainable improvement plan to address the areas of concern.

Through this process a variety of data sources have been reviewed. One of which was our DIBELS data. Our Fall Grade 1 DIBELS data indicated that approximately 60 percent of our students were in the at-risk category for Oral Reading Fluency and Correct Letter Sounds. More specifically, of the students who were identified as "at-risk", 73 percent are economically disadvantaged and 64 percent were white. This data indicates a need to address early childhood literacy gaps in both kindergarten and pre-kindergarten.

A review of our Non-High school MCAS achievement data (grades 3-8) shows that our overall MCAS scores for all students are below the state average (493.5 for ELA and 489.2 for Math). It also shows that our high needs, economically disadvantaged, and students with disability groups score significantly lower than the white sub-group. However, it should also be noted that when looking at the achievement percentile, our white sub-group achievement is significantly lower compared to other white students than our other sub-groups percentiles. Much of this has been attributed to a lack of focus on grade level standards in Tier I instruction and more of a focus on remedial instruction. Steps to implement a comprehensive MTSS framework must be put into place to ensure high quality Tier I classroom instruction and a system of support to address gaps in learning and meet the needs of each and every student.

Finally, Clinton High School (CHS) sends 66 percent of its graduates to post-secondary education. However, for Latino students this percentage is only 51.5 percent. Additionally, only 45.9 percent of CHS students are taking advanced coursework. However, this drops to 34.5 for Latino students and 22.7 for high needs students. Additionally, 34 percent of students did not go on to post-secondary education and would benefit from vocational training. CHS is aiming to increase opportunities for all students through existing partnerships with Mass Insight and Quinsigamond Community College but needs to continue to focus on ensuring that these opportunities are accessible for all students.

After reviewing the data, we summarize the following conclusions:

* Increasing the access and time on learning for pre-kindergarten can increase student readiness, particularly for our economically disadvantaged students.
* The low overall student achievement rate and low achievement percentile for our highest performing students indicate a need to improve Tier I instruction for all students.
* Supports such as co-teaching and research-based interventions need to be incorporated into the school day to address disparities in student achievement based on student data, particularly for our Latino, Economically Disadvantaged, and Special Education students
* In high school, there are significant student group disparities when looking at those engaged in advanced coursework and moving on to post-secondary education.

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

The Student Opportunity Act offers an opportunity for CPS to commit to additional evidence-based programs to close opportunity and achievement gaps among our student subgroups. The Department of Elementary and Secondary Education 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 $1,220,555 in Year 1 (FY21) incremental Chapter 70 funds towards evidence- based programs.

We intend to use our Student Opportunity Act funds to adopt or deepen four new areas, and intend to make multi-year, sustained commitments to these priority areas. Given the small student population of Clinton, some of these areas are a combination of multiple areas in order to make this a truly sustainable and effective effort.

* Expand access to and increase time on learning for, high-quality pre-kindergarten for 4-year-olds and increase time on learning for kindergarten alongside a robust, research-based, early literacy program for grades K to 6.
* Support educators, across the district to implement high-quality aligned curriculum through high-quality professional development focusing on the MTSS Model and providing opportunities for teacher leadership to support effective inclusion/co-teaching for students with disabilities and English Learners
* Increase personnel and services to support holistic student needs.
* Develop an Early College Program focused primarily on students under-represented in higher education and increase opportunities for Advanced Coursework and Perkins Career-Technical Education programs to support the local labor market.

## Focus Area 1: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

Evidence Based Program #1: Expand access to and increase time on learning for, high-quality pre-kindergarten for 4 year olds and increase time on learning for kindergarten alongside a robust, research-based, early literacy program for grades K to 6.

Students Impacted: The current CPS model for Pre-K has 4 year olds attending only 4 days a week. By adding an Early Childhood Coordinator position, the teachers will be relieved of testing and administrative duties thus allowing the program to expand to a 5 day a week program for 4 year olds. Allowing our approximately 80 students to increase their time on learning by 20%. Additionally, our approximately 150 kindergarten students have traditionally arrived at school after the other grades. We will be increasing the time on learning by 45 minutes a day for approximately 135 hours of increased instruction during the year. Finally, all students in grades K through 6, approximately 1050 students, will benefit from access to a high-quality early literacy program.

Clinton Public Schools has not had an Early Childhood Coordinator. Additionally, Clinton Elementary School is a large elementary school housing approximately 800 students in grades Pre-K through 4. The Early Childhood Coordinator will be housed in Clinton Elementary School and work to find ways to expand access to pre-K programming through family outreach and partnerships with community providers. While space is an issue now, in terms of expanding to full-day, one goal for the Early Childhood Coordinator is to develop a programming plan that addresses the space issue and may require partnering with other community agencies.

Implementing a research-based early literacy program has been identified as a need by both the faculty and administration as well as evidenced through assessment data. CPS is currently in the process of reviewing possible programs, from those identified in the DESE CURATE website. Once selected, we will work with the company to implement the early literacy program and provide professional development throughout the year to support successful implementation.

Additionally, grade-level leaders will be implemented in grades K through 6 as a way of providing distributed leadership and establishing an instructional leadership team. This instructional leadership team will help to guide the implementation process.

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

Evidence Based Program #2: Support educators, across the district to implement high-quality aligned curriculum through high-quality professional development focusing on the MTSS Model and providing opportunities for teacher leadership as well as to support effective inclusion/co-teaching for students with disabilities and English Learners

Students Impacted: The driver behind this strategy is the MTSS model. The goal is to implement a cohesive three professional development plan, from a high quality DESE approved provided, to focus on building the capacity of our staff to incorporate Universal Design for Learning and to provide more opportunities for co-teaching to meet the needs of all students, including English Learners and Students with Special Needs. These research-based strategies should impact all approximately 1900 students in the district but have a particularly significant impact on the approximately 240 EL students and 400 special education students.

Over time, there has generally been a lack of coordinated professional development in Clinton Public Schools. The first part of this strategy is to focus on partnering with a high-quality DESE approved professional development provider to focus on building capacity of the staff around the MTSS model and specifically Universal Design for Learning.

Working toward UDL principles, co-teaching and inclusion will also be a focus on this professional development. To help improve co-teaching and inclusion opportunities, six staff members were added to the budget for FY21.

Three of these new staff members are English Learner teachers. The goal is to add one teacher at each building to address the growing EL population. This additional staff will allow for programs such as Transitional Bilingual Education, Two-way Immersion, or SLIFE programs to be created in our buildings based on individual student needs.

Additionally, to help meet the needs of our special education population, the FY21 budget includes adding 3 Instructional Assistants, 1 Speech Language Pathologist, and 1 Occupational Therapist. These individuals will provide inclusion, push-in and pull-out support.

Finally, the FY21 budget includes a full-time Director of Curriculum, Grants, Data, and Accountability. Although approximately two-thirds of this salary will come from Title I funding, the remainder will come from the general fund. This position will serve as the primary contact to the PD vendor to coordinate and facilitate the implementation of the PD. Additionally, this position will help to oversee the regular review of curriculum and ensure that MTSS and UDL principles are addressed in the instructional programming.

## Focus Area 3: Increased personnel and services to support holistic student needs (C and/or D)

Evidence Based Program #3: Increase personnel and services to support holistic student needs.

Students Impacted: This strategy focuses around two main areas. The first is to create a Family Welcome Center in the central office staffed by a full-time Family Outreach Coordinator. The second is to increase mental health services in both the elementary and middle school by adding mental health service providers. While the Family Welcome Center can be accessed by anyone in the community, the mental health service providers will primarily impact the 800 students in the elementary school and the 600 students in the middle school.

The Family Welcome Center will be designed to provide holistic support to families for a variety of needs. These included not only translations and registration, but also support in navigating the school system and how to access community resources. The Family Outreach Coordinator will also be responsible for on-going community outreach and communication.

The mental health service providers at CES and CMS will serve to help get the ratio of students to counselors below the recommended 250:1 ratio. By reducing this staffing more time will be spent on helping students address any trauma or other stress that they bring with them to school as well as teaching them coping skills and strategies.

## Focus Area 4: Early College programs focused primarily on students under-represented in higher education (I)

Evidence Based Program #4: Develop an Early College Program focused primarily on students under-represented in higher education, and increase opportunities for Advanced Coursework and Perkins Career-Technical Education programs to support the local labor market.

Students Impacted: It is anticipated that approximately 40 students will access the CHS Early College and PLTW course in year 1, with the goal of 100 in year 2 and 180 in year 3. At the Middle Schools all students in 7th and 8th grade (300 Students) are going to be able to take two sequential computer programming PLTW Gateway courses to help.

The strategies for implementing this evidence-based program start at the middle school level. Through the addition of another grade 7 and 8 teacher and some PLTW expansion supplies, all students will have equitable access to two sequential PLTW Gateway Computer Science Courses as well as Design & Modeling and Automation and Robotics.

After having this initial exposure, when students enter CHS they will have access to take a guided academic pathway following the PLTW Computer Science sequence of courses. These will phased in over three years and the training and start-up cost is covered by a PLTW grant. In addition to the computer science pathway, CHS also offers two Perkins programs, EEC and Engineering. The Engineering program is new this year and some funds will be used for equipment to enhance this pathway.

Additionally, CHS will begin offering Early College Courses on campus next year. Two teachers have been authorized by Quinsigamond Community College to teach English 101 and English 102 as well as Macroeconomics and Microeconomics. These courses are part of the MassTransfer block of courses.

During next year, CHS intends to continue to develop the Early College Program by implementing additional research-based practices such as enhancing student support and making connections to careers. Many of these components will be implemented through the advisory program. The goal is to have the CHS Early College as a recognized DESE Early College Program by the end of year 2.

**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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework
* Post-secondary Success: Enrolled in college during the first year after high school
* Post-secondary Success: Persisted in college into the second year
* Custom District Metric 1: Perkins Follow-Up Survey
* Custom District Metric 2: VOCAL Surveys
* Custom District Metric 3: Dibels

**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.*

Clinton Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups it is particularly important that we find ways to effectively engage with the families of our students of color, our EL students, students from low-income backgrounds, and our students with disabilities.

The primary new strategy that we will be adding is the addition of the Family Welcome Center. This center will be staffed by the Family Outreach Coordinator who will help to lead engagement efforts.

in events, such a student-led parent-teacher conference at a variety of times.

Other events such as breakfast and a book (early morning book fair) and dinner and a book (spaghetti dinner book fair) are efforts that our elementary school has or will be piloting this year to enable more participation in these types of events. The fall breakfast and a book was a before school book fair that was a huge success.

Finally, withe position of Director of Curriculum, Grants, Data, and Accountability as well as our additional mental health support staff, we hope to more regularly analyze data such as attendance and implement home visitation programs to help build a bridge between school and home for all students.

**Certifications**

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

A preliminary presentation to the school committee and "tri-council" (all three school councils) was made on January 27, 2020. Each school council then worked on their own to complete an SOA Feedback form. An SOA Input Form was created electronically and shared with all parents in the district and featured in our community newsletter. Our teachers association held SOA input sessions in each building and shared their summarized feedback.

The draft of the plan was presented publicly at the March 9, 2020 school committee meeting for school committee and public input. The school committee voted on March 9, 2020 to accept the draft.

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

Date of Approval: 04/13/2020