Student Opportunity Act Plan

Concord

# 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.*

As noted in our strategic plan CCRSD/CPS Strategic Plan 2018-2023 (August 25, 2019), Concord Public Schools and Concord Carlisle High School are 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 Latino students, black students, English learners, and students with disabilities are not experiencing the same level of MCAS outcomes and graduation rates as their peers. We also note the troubling fact that students within these specific subgroups, report lower engagement in school as measured by our annual student survey. Additionally, our educator workforce does not mirror our student population: under 10 percent of our educators are of color, compared to about 25 percent of our students (see presentation to School Committee on this topic Cultural Competency Update #4 - Hiring).

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 few years, CPS/CCHS 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.

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

l. Implementing a Response to Intervention System K - 12. In an effort to identify students who are below grade level benchmarks in reading and math, we use Renaissance STAR 360 to screen all of our students K - 12 several times a year (3x at elementary grades, 2x at middle school, and at the beginning of the year in high school). Once students have been identified, they receive small group instruction in areas of weakness for 8 - 12 weeks. Our RtI program is available to all students, including students of color, English learners, low-income students, and students with disabilities.

2. Diversifying our educator workforce. Our workforce does not mirror our student population, a fact which we believe lowers the engagement and academic success of our students of color. We have intentionally focused on recruiting more educators of color for Concord Public Schools and Concord Carlisle High School. We have established a diversity hiring committee, joined several networking and recruiting organizations that specialize in reaching potential candidates of color, trained all of our hiring committees, and trained all of our mentors in working with faculty of color. To further support an inclusive environment and promote high achievement and engagement for all our students, we will continue to offer culturally responsive PD for all educators.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Intervention teachers (3.5 FTE Equivalent)** | **500,000** | **Classroom & Specialist Teachers** |
| **2** | **RtI PD and materials** | **10,000** | **Professional Development** |
| **3** | **Memberships and training for hiring committees** | **4,000** | **Professional Development** |
| **4** | **Mentor stipends for educators** | **25,000** | **Professional Development** |
| **5** | **Culturally responsive PD for all educators** | **10,000** | **Professional Development** |

**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: Progress Monitoring using STARS 360

**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.*

Concord Public Schools and Concord Carlisle High School recognize 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 our families of students of color, students from low-income backgrounds, EL students and students with disabilities.

We have set up progress monitoring systems at each level of schooling. We communicate about these measures in our handbooks, in our fall Back to School nights, and in our weekly school communications. We then communicate individually with the families of struggling students once we receive the scores on our screeners.

**Certifications**

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

In our strategic planning process, we engaged over 50 teachers, parents, students and administrators to survey our general population to figure out our needs. This group then brought that data back and crafted our strategic plan.

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

Date of Approval: 08/25/2020