Student Opportunity Act Plan

Danvers

# 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)
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

In our 2018-2023 strategic plan, the Danvers Public Schools (DPS) is committed to ensuring all of our students achieve their definition of success in school and after graduation. Much of our work in the strategic plan is focused on establishing a multi- tiered system of support so all students can realize this vision. While many of our students are progressing well in this system, we recognize that some student groups have not experienced the same level of success. 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 as their peers.

For example, in grades 3-8 ELA, the percent meeting or exceeding expectations looks like:

Student Group - % Meeting or Exceeding Expectations

* All Students - 51%
* Hispanic Students - 41%
* Economically Disadvantaged Students
* 34% ELL students - 18%
* Students with Disabilities students 13%
* High Needs Students - 26%

We've started our work in establishing our district's MTSS with literacy. We are hopeful that the literacy achievement gaps for these student subgroups will begin to close. We also realize that this work cannot be done alone, we also need our families and community to accomplish our strategic plan vision: "Graduates of Danvers Public Schools leave the school system feeling confident and well prepared to continue their learning in the wide array of college and career options available to them. They go on to become productive, responsible, caring citizens of the global community and achieve their definition of success."

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

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

In May 2018, DPS began working with 5 other Essex County school districts to research and establish a multi-tiered system of support (MTSS) in our districts to help improve the achievement of students with learning differences. We began this work in earnest by shifting our reactive RtI model to a more proactive MTSS. One of our first steps in the district was to look for barriers that kept us from implementing this proactive model. One barrier was finding time in the school day for Tier 2 interventions.

The district made the decision to adjust the elementary and middle school schedules to include intervention/extension time (or WIN time). Putting time in the schedule was the easier part of reducing the barrier because, in doing this, we found a greater need for collaborative planning time for all stakeholders in order to plan for the effective use of this time. At the same time we implemented the I/E block, we also worked with our special education teachers and support staff to shift toward servicing more of their IEP students inside the general education classroom through inclusive services and had them pull IEP students for specialized services during the I/E block. This helped us meet our #1 priority to have all students access strong Tier 1 instruction with all students receiving reading and mathematics instruction with a general education teacher. However, in order to accomplish our shift to this proactive MTSS, we need more common planning and curriculum planning time along with training on teaching in inclusive settings. While much of our curriculum selection has prioritized student-centered, standards-based instruction, we found that planning must take place to ensure that the curriculum is accessible to all students.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Two HS teachers for increased co- teaching** | **100,000** | **Classroom & Specialist Teachers** |
| **2** | **Stipends for Teacher Planning for Inclusion and I/E** | **10,000** | **Professional Development** |

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

The district has also experienced an increase in students in our K-5 Learning Center classrooms thus making it difficult to service the range of students in our K-2 and 3-5 Learning Center classrooms. This increase led to the need to add an additional classroom consisting of a special education teacher and two teacher aides in order to better meet student needs. With this addition, the district will now have K-1, 2-3, and 4-5 Learning Center classrooms.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Expanding the learning center classrooms at Riverside School** | **100,000** | **Classroom & Specialist Teachers** |

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

Early College programs focused primarily on students under-represented in higher education:

This past school year, Danvers High School began working with North Shore Community College (NSCC) to establish an Early College program with a goal of gaining an Early College designation. One barrier we face is our rotating schedule which is not conducive to students attending classes on the NSCC campus. We are working with NSCC on a solution to this barrier and began the Early College process by having an initial cohort of students participate in a dual enrollment class at NSCC this spring semester called, Introduction to Higher Education. The students in this cohort are comprised of the following target groups - first-generation college students, English language learners, economically disadvantaged students, as well as students who are not participating in any advanced course work at Danvers High School. This spring and summer, we will continue to collaborate with NSCC to deepen and grow this important program.

In addition to the Early College Program, Danvers High School also has a Gateway to College program with NSCC for our students who are at-risk of not graduating from high school. We have 2 cohorts of students participating in this program (2 juniors and 4 seniors) with 2 seniors on track to graduate from high school this June. As with the Early College program, we are looking forward to working with NSCC to deepen and continue the Gateway to College program.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Early College/Gateway Programming** | **40,000** | **Pupil Services** |

**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 Growth: ELA mean student growth percentile (SGP)
* High School Completion: Extended engagement rate (5 year cohort grad rate plus percentage of students who are still enrolled)
* High School Completion: Annual dropout rate
* Custom District Metric 1: District DRA/Running Record Data (gr. 3-6)
* Custom District Metric 2: In addition, we will use formative assessment data to monitor the progress of all students in meeting lesson and unit level learning targets.

**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.*

Family engagement is a priority in our district's strategic plan. We would like to deepen our outreach to families starting with our existing structures of Fall Open Houses, Parent/Family Conferences and our Title I Family Math and Literacy Night. For each of the above events, we are looking to add a parent education component with literacy and social emotional learning as priority areas for this education. We are fortunate in Danvers to have DanversCares, a dynamic community partnership that supports youth and families, to partner with in this effort. They can aid our work with outreach to families and support for students at the events while the district works with adults on family education.

At a recent district-wide Parent Advisory Council, the need for education around social emotional learning was made clear. We are looking forward to partnering with DanversCares to begin this work in the fall of 2020.

**Certifications**

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

The Danvers Public Schools held a district-wide Parent Advisory Committee (PAC) meeting in the late fall/early winter. At this meeting, we discussed the progress we've made in our strategic plan along with our future plans. In this discussion, we highlighted our work establishing a multi-tiered system of support and sought feedback from the participants. They were encouraged by our desire to increase inclusion at all levels and to provide the needed support to students. This group of parents also expressed the need for parent education around social emotional learning (SEL) to support their children at home. We are looking forward to partnering with DanversCares (the district's community partnership that supports youth and families in making healthy decisions) to begin supporting the SEL work with families in the fall of 2020.

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

Date of Approval: 03/09/2020