Student Opportunity Act Plan

Dedham

# 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

*The rationale for selecting these student subgroups.*

Multiple data sources confirm and validate the need for the District to focus on the engagement and achievement of students in the subgroups identified above.

* Student academic performance as measured by MCAS and ACCESS data indicate persistent achievement gaps between subgroups.
* Current SLE reports also suggest opportunities to revisit and review class placement and teacher assignments practices to ensure that all students have access to strong, experienced teachers.
* Local stakeholder survey data indicates that students in grades 6-12 struggle to connect with faculty and engage effectively in their school work .

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

***Focus Area 1:***  Diversifying the educator/administrator workforce through recruitment and retention (D and/or H)

Given the academic, social and emotional needs of students in the previously identified subgroups the district developed, approved and hired a Diversity, Equity and Inclusion Officer to work as part of the district's office of curriculum, instruction, assessment and professional development. The primary responsibilities of this leadership position include:

* Professional development for all faculty and staff focusing on issues of equity, inclusion and effective pedagogy for all students.
* Developing multi-tiered systems of support for students and families of color throughout the district.
* Reviewing curriculum K-12 to ensure representation of all people and reduce/eliminate potential bias in existing practices and/or materials.
* Liaise with multiple community based organizations to coordinate and enhance district and town efforts to enhance diversity, equity and inclusion.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** |  | **110000** | **Administration** |

**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)
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).

**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 currently uses traditional methods and mechanisms to engage the general community. These include school committee, school councils, SEPAC, ELPAC, parent teacher organizations, local business organizations, booster clubs and other parent lead entities. To supplement these traditional methods and mechanisms the district employs annual family/community surveys to monitor the efficacy of district programs and outreach efforts. Moving forward the district's new Diversity, Equity and Inclusion Coordinator will work closely with key stakeholder groups to develop and implement enhanced methods and mechanisms to support engagement of all families in the Dedham community.

**Certifications**

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

Multiple stakeholder groups were engaged in the development, adoption and implementation of the activities articulated here.

Local parent teacher organizations, the district's leadership team, town boards, our local bargaining unit and the school committee were all integral to this process. Over a period of months these group provided input and feedback that led to the decision to locate and hire the Equity and Inclusion Officer for the district.

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

Date of Approval: 1/20/2021