Student Opportunity Act Plan

Deerfield

# 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.*

* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

Based on Deerfield Elementary School District data, focused support on continuing to develop and implement the MTSS model across prek to sixth grade is targeted to ensure positive learning outcomes for all students. Subgroups of focus are: children with disabilities and English Language Learners. Goals are outlined in the District Strategic Plan in initiatives 2 Delivery Model Reflects Core Values of District and 3 Professional Development. Data sources used to identify learning gaps include: MCAS, district assessments, behavioral data/plans, and special education and 504 progress monitoring documents. Integrating social emotional learning with academic achievement outcomes for our most vulnerable population is a top priority. Providing professional development, school-based coaching, and family engagement activities will focus on closing the achievement and opportunity gaps for this student subgroup. We 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**

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

We will increase personnel and services to support holistic student needs and our Inclusion/co-teaching practices for students with disabilities. We will continue to develop and implement Massachusetts MTSS Framework to close achievement gaps. We are investigating universal screeners for social-emotional development, providing professional development in a Structured Literacy approach for students in the reading acquisition stage, aligning surface and deep level learning for mathematical growth across the grades and increasing our inclusion co-teaching opportunities. Special educators will work in concert with general educators to deliver curriculum in inclusive settings. Professional development for special educators and general educators will provide guidance for this initiative.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Inclusion Staff** | **340,000** | **Classroom & Specialist Teachers** |
| **2** | **Inclusion PD** | **5,000** | **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)
* 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.*

Currently the district has an active Special Education PAC that meets regularly and there are strong and positive partnerships with school leaders and staff. This group meets monthly to discuss issues of importance in meeting the needs of students with disabilities. A presentation on the new initiative outlining steps to enhance inclusive environments for children will ensue. The current health crisis has stalled our work in reaching out and consulting with families on this topic. Currently, our discussions are in support of serving all students in a new remote learning environment. Finding ways to support our most vulnerable learners is a top priority in this work.

**Certifications**

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

District administrators, teachers, and instructional assistants have reviewed the plan, contributed to its development, and training has begun. The school closures have created some challenges in maintaining and deepening this initiative.

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

Date of Approval: Pending