Student Opportunity Act Plan

Dighton-Rehoboth

# 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.*

* Students with disabilities
* Low income/economically disadvantaged students
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

As noted in our strategic plan, Dighton-Rehoboth Regional School District (DRRSD) is 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, Hispanic/Latino students (4.4%), economically disadvantaged students (16.0%), and students with disabilities (14.9%) are not experiencing the same level of MCAS outcomes and graduation rates as their peers.

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, DRRSD 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***: Supporting educators to implement high-quality, aligned curriculum (E and F)

DRRSD has adopted resources aligned to state standards in English/Language Arts and Mathematics. DRRSD will continue to support educators on developing common assessments and building tier 2 and tier 3 supports using the ELA and Math resources. DRRSD hopes to identify high-quality, standards-aligned curricular materials for Science/Technology/Engineering and Social Studies courses and ensure materials offer resources that follow a tiered model for support. Once materials are identified, DRRSD will support teachers on the implementation of vertically aligned instruction as well as a tiered model to support struggling students. Finally, DRRSD will identify and implement a curriculum resource for English learners that supplements core instruction.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **STE Curriculum Materials** | **10,500** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Tier 2/Tier 3 Supplementary Program** | **60,000** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Professional Development** | **5,000** | **Professional Development** |

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

DRRSD has started to build a more effective inclusion program for students with disabilities with the support of consultant, Dr. Deborah Harris. After professional development including RISE training for co-teachers working in inclusion settings, administrators, and paraprofessionals as well as targeted support for teachers and administrators, Dr. Harris listed specific recommendations to improve instruction in inclusion settings in all schools. DRRSD hopes to continue implementing changes based on the recommendations of Dr. Harris with the support of district coaches trained by Dr. Harris. DRRSD also hopes to continue the development and implementation of a vertically aligned continuum of expectations for SWD. Finally, DRRSD will continue to support special educators in inclusion settings as they implement instructional strategies that address student disabilities and work to gradually release support and build independence.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Inclusion/Co-teacher training/professional development** | **8,500** | **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 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)
* High School Completion: Four-year cohort graduation rate

**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.*

Dighton-Rehoboth Regional School District 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 our families of students from low-income backgrounds, Latino/Hispanic students, and students with disabilities.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, DRRSD will be intermittently sending surveys to families and communicating an overview of feedback received from the community and actions that the district is taking as a result. DRRSD will also continue to offer resources to families as well as multiple opportunities for parents and families to engage with teachers, administrators, and other staff by strategically scheduling committees, events, and informational meetings.

**Certifications**

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

Dighton-Rehoboth Regional School District developed the Student Opportunity Plan SY 2021-2023 with the input from various stakeholders. School councils comprised of educators, parents, and community members contributed to the plan. A survey was sent to the district community seeking feedback on priorities for students. Finally, public input was sought during a school committee meeting where a draft of the SOP was presented. Members of the DR SEPAC and the DR EL Steering Committee were present.

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

Date of Approval: 03/10/2020