Student Opportunity Act Plan

Dover

# 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)
* African American/Black students

*The rationale for selecting these student subgroups.*

As noted in our Strategic Plan, Dover Public Schools (DPS) is committed to inspiring, challenging and supporting all students to reach their full potential. 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, high-needs students and African American/Black students are not experiencing the same level of MCAS outcomes 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, Dover Public Schools has begun to adopt strategies that focus on meeting the needs of diverse learners. Alongside several other improvement initiatives detailed in our Strategic Plan, we intend to increase personnel and services to better support the holistic needs of students.

## Focus Area 1: Increased personnel and services to support holistic student needs (C and/or D)

An independent review of district data highlighted the need for a more systematic and targeted model of intervention. Therefore, to improve the degree to which all staff are supporting students' holistic needs (across interrelated domains such as academic, social, emotional, behavioral, physical, etc.), the district will fund an Elementary Coordinator position to provide leadership and guidance for all staff in implementing a multi-tiered system of support. Additionally, the district will provide professional development opportunities for educators to expand their repertoire of tier 1 and tier 2 practices in order to meet the needs of all students (high-risk, African American/Black or otherwise) in the general education classroom and small groups of students as identified through a robust data model.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Elementary Coodinator** | **60,000** | **Pupil Services** |
| **2** | **Professional Development** | **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)
* 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.*

Dover Public Schools 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 high-risk students and students of color.

While the district will continue to partner with families and the community through its current engagement opportunities, including the School Advisory Council, Parent Teacher Organization, METCO Family Program, Special Education Parent Advisory Council, the district will make a concerted effort to increase communication with individual families around student growth and further engage caregivers in Student Support Team and Response to Intervention Team meetings that involve developing student plans and monitoring progress.

**Certifications**

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

The district engaged multiple stakeholder groups in the planning process, including the School Advisory Council, Curriculum Leaders, Parent Teacher Organization and School Committee.

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

Date of Approval: June 9, 2020