Student Opportunity Act Plan

East Longmeadow

# 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)
* African American/Black students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students

*The rationale for selecting these student subgroups.*

According to our District SMART Goals, "all ELPS staff will create a safe, nurturing, and respectful learning/working environment in which ALL students are supported in developing the knowledge, skills (academic and social), and the mindset to become resilient and culturally-proficient citizens." Additionally, "All students will be challenged and supported to achieve a high standard of academic performance and growth through the implementation of a standards-based instructional program aligned to MA Curriculum Frameworks." However, we recognize that not all student groups have experienced the same level of success to date. Based on our recent Equity Audit, which included a review of district data, not only are our students of color, English Language Learners, special education students, and economically disadvantaged students not experiencing the same level of MCAS outcomes as their peers, but they are also not taking advanced coursework or attending colleges at the same rate as their peers. Additionally, our VOCAL data shows that these subgroups do not share the same views of school climate as their white, English-speaking, non-disabled, economically stable peers. As a result, 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**

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

Our workforce no longer fully reflects our student population, a fact which we believe lowers the engagement and academic success of our students from diverse backgrounds. We have begun work on using inclusive language in our job descriptions and eliminating the effects of implicit bias in our hiring processes. Additionally, we plan on recruiting educators from diverse backgrounds from local colleges, creating mentoring programs that specifically address on-boarding support for teachers from diverse backgrounds, and creating school climates and cultures that embrace inclusivity through targeted professional development. With these elements in place, the District should be able to hire and retain educators from diverse backgrounds.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Mentoring/Induction Program Improvements** | **$10,000** | **Professional Development** |
| **2** | **Culturally Responsive Professional Development specific to Recruitment and Hiring** | **$10,000** | **Professional Development** |

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

East Longmeadow Public Schools has formed a district-wide MTSS committee made up of teachers, administrators, and student support personnel that span all grade levels, specialty areas, and represent each school in the District. This committee's purpose is to ensure that all students in the district receive equitable access to learning. Additionally, the five schools are forming their own MTSS teams where they are utilizing universal screeners to identify students who may need academic, social-emotional, or behavioral supports. Schools are providing interventions as necessary, and utilizing data to monitor progress. Most importantly, the district has focused its professional development on Universal Design for Learning, including inviting Katie Novak to our district-wide professional development day to conduct workshops for all staff.

Next year, 2020 - 2021, we plan on purchasing PanoramaEd's Student Success Dashboard in order to streamline screening and tracking of progress across academics, attendance, behavior, and social-emotional learning. This will help the District identify more quickly students who may be experiencing challenges; therefore, allowing the District to provide every student the support needed. Additionally, we plan on partnering with the National Conference for Community and Justice (NCCJ) to deliver professional development that will help our staff examine systems of oppression and privilege, enhance cross-cultural communications skills, learn culturally responsive teaching techniques, and ultimately create more inclusive classrooms. By training staff, we will improve school climates, student and adult relationships, social emotional learning for students and adults, and ultimately, academic achievement for our underperforming subgroups.

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|  | **FY21 budget item** | **Amount (enter number, do not use the****$ character)** | **Foundation Category** |
| **1** | **Culturally Responsive PD with NCCJ** | **$30,000** | **Professional Development** |
| **2** | **Continued Work with the Center of Leadership and Educational Equity** | **$10,000** | **Professional Development** |
| **3** | **PanoramaEd Student Success Dashboard** | **$20,000** | **Instructional Leadership** |

**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)
* High School Completion: Four-year cohort graduation rate
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework
* Custom District Metric 1: VOCAL Survey Results
* Custom District Metric 2: District Survey Results

**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.*

East Longmeadow 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 students of color, students from low-income backgrounds, English Language learners, and students with disabilities.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to PTO and School Council meetings at each school, we will utilize the recommendations of the ELPS Diversity and Equity Steering Committee, whose membership includes students, parents, community members, administrators, and teachers. The Steering Committee has worked with the Center for Leadership and Educational Equity to build capacity for this work and complete an equity audit. ELPS will utilize the Equity Audit report to improve opportunities for family engagement, including, but not limited to removing as many barriers to participation as possible, diversifying communication about family engagement activities, and utilizing family survey feedback for continuous improvement. Finally, the professional development that ELPS will provide teachers will not only improve culturally sustaining instruction, but will also improve teachers' repertoire of approaches for connections and cultural understanding with families.

**Certifications**

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

The East Longmeadow Public Schools has partnered with a local community organization, the Center for Leadership and Educational Equity (CLEE), to facilitate our Equity Audit. In addition to working with the Diversity and Equity Steering Committee, whose membership includes students, parents, community members along with a School Committee member, district administrators, building administrators, and building teachers. Additionally, CLEE facilitated interviews with focus groups of parents, students, and staff members who are not members of the Diversity and Equity Steering Committee.

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

Date of Approval: April 13, 2020