Student Opportunity Act Plan

Everett

# 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
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

Currently, in the Everett Public Schools, 65.5% of our students' first language is not English, 26.4% English Learners, 15.5% students with disabilities, 72.7% high needs, and 52.7% economically disadvantaged. Our student population is 57.1% Hispanic/Latinx and 15.8% African American. While these student groups were already demonstrating achievement gaps prior to March of 2020, the pandemic has further disadvantaged and negatively impacted these students. As such, it is important that we funnel resources towards these students in hopes that we can keep the gap from widening further.

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

Everett Public Schools follows the Whole Child approach, that supports all areas of a student's development and learning, from social and emotional well-being to cognitive skills to core academic areas.

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

One of the components of our Whole Child approach in the Everett Public Schools is environments filled with safety and belonging. This aims to develop a student's social and emotional skills, teaches them how to manage stress, and fosters skills like collaboration and empathy. With this in mind, a key investment for the district is an investment in 24 Social and Emotional Wellness Coordinators and 1 SELWEL Coordinator who understands all of the services our students and families need, how they are connected to a student's education, and how to effectively and efficiently deliver them. They would be instrumental in helping students and families address the multitude of issues or obstacles they might be facing, and which might be negatively impacting their school experience, particularly in this time. EPS would like to support the implementation of a variety of behavioral health supports that include trauma, healing and resiliency focused school social work services that support students in achieving their full potential--academically, socially and emotionally.

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

Another key component of the Whole Child approach is rich instructional experiences. This means developing a well-rounded curriculum that is culturally and linguistically sustaining and that features a range of subjects including arts, sciences, physical education and languages. The district would like to make a long-term investment in technology to increase access to 21st century and remote learning opportunities, specifically in 343 interactive white boards. This would have a positive impact on student learning for all of our students, especially our high needs students including English Learners and Students with Disabilities. As we look toward a return to school these investments become more of a necessity, this greater access to technology devices provides our teachers and students with access and opportunities already available in other districts, so that we can ensure our students' progress and success.

**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).
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

**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.*

EPS has been making great strides in increasing family engagement opportunities. In the past 9 months, we have hired 15 bilingual and trilingual family liaisons to support families; we have begun a contract with Lionbridge telephonic services to ensure 24 hour a day access to interpretive services; we have begun translating all documents, surveys, messages to families; and we have established language based ELPACs in Portuguese, Spanish, and Haitian Creole. We will continue to expand and enhance these efforts over the coming months.

**Certifications**

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

Over the many months, we have engaged stakeholders in the process of the SOA. Before the initial deadline, there was a parent engagement tour and several public meetings. After the pandemic, we adjusted the SOA based on our newly determined needs. While there was not a public meeting, we did utilize the original survey responses to choose our priorities in a way that reflected our new norm and our growing needs. We have created a budget investment plan that was approved by School Committee on 11/16/20 and our joint School Finance Review Commission with the city of Everett. We have attached the full plan

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

Date of Approval: 11/16/2020