Student Opportunity Act Plan

Foxborough

# 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
* 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.*

Commitment 1: Focusing on Student Subgroups

As noted in our Strategic Plan (2017-2020), Foxborough Public Schools will inspire our students to succeed in and contribute to an ever-changing global society, by fostering dynamic and integrated learning experiences. We recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, economically disadvantaged, English Learners, African American/Black students, and students with disabilities are not experiencing the same level of proficiency on MCAS or on our district common assessment as their peers. This is evidenced by student achievement data as reported in Student Learning Reports 404, 321 and 322, MCAS, reports generated from our district data platform Illuminate, as well as perception data reported K12 Insight Culture and Climate Surveys. We also note the troubling fact that students within these specific subgroups, particularly African American/Black students, report lower engagement in schools as measured by our annual Culture and Climate survey. Additionally, our workforce does not mirror our student population: Less than one percent of our educators are of color, compared to eighteen percent of our students.

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 efforts of district staff, but also our families and communities.

Summary Data Statements – English Language Arts

GRADES 3-8:

In most grades, the percent of students who met or exceeded the expectations on the 2019 Next Gen MCAS test was above the state level. The percent of students in grade 6 who met or exceeded expectations was just below the state, while there was a greater gap between our grade 5 students and the state. These overall percentages do not reflect the gains made on specific standards by grade level in comparison to last year nor do they reflect measures of student growth.

GRADES 5-8:

In 2019, the largest achievement gap is between Special Education and Non-Sped students with a 54% average gap; and 41% gap among economically disadvantaged and non-economically disadvantaged students.

Data to support:

* MA DESE Summary of State Results 2019
* MA DESE Summary of District/School Results

Action Steps:

* Focus on student subgroups of special education, economically disadvantaged, EL students.
* Work in collaboration with the elementary principals to achieve writing goals included within the school improvement plan.
* Utilize content, grade level and professional learning community structures to support uniform practices for writing instruction, K-8.
* Develop benchmark assessments to better align to the curriculum frameworks and the expectations of the NextGen MCAS.
* Utilize benchmark assessment data to address instructional deficits around identified standards.

GRADE 10:

In 2019, 72% of students at Foxborough High School were either exceeding or meeting expectations on the grade 10 ELA portion of the Next Generation MCAS exam. This continues to be above the state average of 61%.

In 2019, the largest achievement gap is between white students and African American at 47%; 35% gap between Special Education and Non-Sped students; and 24% gap among economically disadvantaged and non-economically disadvantaged students.

Data to support:

* DESE Summary of State Results 2019
* MA DESE Summary of School Results 2019

 Action Steps:

* Focus on student subgroups of special education, economically disadvantaged, EL and African American students
* Increase opportunities to practice reading/writing skills across the disciplines.
* Increase students' exposure to contextual vocabulary instruction across the disciplines.
* Implement elements of project-based learning in all aspects of the English curriculum across all grades and levels.
* Develop and utilize a variety of authentic assessments to monitor students' knowledge and skills across grades and levels.
* Use Illuminate to design and implement computer-based common assessments that mimic the MCAS in question type and style to increase students' exposure to, and comfort with, computer-based assessments.
* Use Illuminate to analyze data across grade teams, assess students' skills, and make adjustments to instruction as needed.
* Engage in vertical alignment with the middle school in terms of skill-building and assessment.
* Utilize the Question Formulation Technique to engage students in critical thinking in all grades and levels.

Summary Data Statements – Grades 3-8 Next-Gen MCAS Mathematics

GRADES 3-8:

In all grades, Foxborough achievement in math is at or above the state average. In 2019 62% of Foxborough students in grades 3-8 met or exceeded expectations on MCAS compared to 49% of the state.

GRADES 5-8:

In 2019, the largest achievement gap is between Special Education and Non-Sped students with a 56% average gap; and 38% gap among economically disadvantaged and non-economically disadvantaged students.

GRADES 3-4:

In 2019, a greater percent gap in ELA exists between Special Education and Non-Special Education students as compared to math for both grades 3 and 4. Where data is available, the percent gap for economically disadvantaged and non- academically disadvantaged students is greater in math at grade 3 while in grade 4 it is greater in ELA.

Data to support:

* 2019 DESE Summary Report of State Results
* 2019 MCAS Math Item Analysis Reports

Action Steps:

* Focus on student subgroups of special education, economically disadvantaged, and EL students.
* Professional development offerings to support Guided Math, math workshop and best practices.
* Pilot new math program in grade 5.
* Revise district assessments using Illuminate Item Bank.
* Implement a Fact Fluency Block in grades K-4 to address strategies required for procedural fluency.
* Leverage common meeting times to collect and analyze data from common assessments and maximize the
* Guided Math model to empower teachers to best meet the individual needs of students.

Summary Data Statements – Mathematics GRADE 10

In 2019, 83% of students at Foxborough High School were either exceeding or meeting expectations on the grade 10 Mathematics portion of the Next Generation MCAS exam. This remains above the state average of 58%.

In 2019, the largest achievement is gap between Special Education and Non-Sped students at 53%; gap between white students and African American at 41%; and 40% gap among economically disadvantaged and non-economically disadvantaged students.

Data to support:

* DESE Summary of State Results 2019
* MA DESE Summary of School Results 2019

Action Steps:

* Focus on student subgroups of special education, economically disadvantaged, EL and African American students.
* Provide frequent formative assessments that allow students with the opportunity to practice a variety of question types.
* Provide students with the opportunity to practice online assessments by using Illuminate.
* Engage in vertical alignment conversation with the middle school math teachers to increase consistency in curriculum content and pedagogy across grades 6-12.
* Provide students additional support through the online platform ALEKS.

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

Within the last few years, FPS has begun to adopt strategies that focus on meeting the needs of our diverse student groups. Alongside several other improvement strategies detained in our strategic plan, we intend to continue and deepen our work on two important initiatives already underway. Additionally, work through the Superintendent’s Entry Plan resulting in a Strategy for Improvement guides this work.

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

Inclusion for students with disabilities (SWD). An independent Evaluation of Special Education Programs/Services was completed by Dr. Jim Earley for both the high school and middle school. It found that our district could make further progress in serving our SWD in a least restrictive environment. Part of these findings included that due to the high level of general education expectations and accompanying work- load, a significant amount of special education instructional time is spent in providing academic support for special needs students instead of providing specialized instruction for these students to build their own skill levels. Further an absence of multi-model or project-based instruction employed to engage the interest of special needs students was observed as well as working toward student strengths. In the area of professional development there is a need for work around the role and responsibilities of special education teachers and educational assistants; particularly with their role and responsibilities in the implementation of the in-class support model.

Targeted supports for students will focus on inclusion/co-teaching for students with disabilities and English Learners. This will also include targeted professional development for meeting the diverse needs of students.

The Special Education population for the district is growing with Foxborough 20.7% being slightly above the state average of 18.4% (2019 DESE). The process for identifying students with Special Needs and related services is an area to explore as it relates to entrance and exit criteria. Additionally, attention to service delivery models and scheduling for Special Education and related services was identified as need to more effectively meet the needs of students.

Slight shifts in demographic patterns have created more diversity in our schools. Students are more racially, economically, and culturally diverse. As one example, in 2014 Foxborough had 20 students whose first language was not English as opposed to currently in 2019 there are 62 students whose first language is not English. We must adequately prepare for these changes in our student population, additionally we need to investigate, and address all equity gaps across the district.

From an equity standpoint, opportunities exist to identify and address inequitable practices by acknowledging biases (implicit and explicit), employing and ensuring practices that reflect that all students will learn, and safeguard a learning environment of inclusivity.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Inclusion and English Learners Support and PD** | **10,000** | **Professional Development** |
| **2** | **Inclusion Teacher (1)** | **60,098** | **Classroom & Specialist Teachers** |

***Focus Area 2:***  Supporting educators to implement high-quality, aligned curriculum (E and F)

Funds will support educators to implement high-quality, aligned curriculum through targeted professional development and the purchasing of evidenced-based research curriculum materials. Curriculum alignment work will be based on answer the following essential question:

How can Foxborough better leverage scheduling, programming and resources for all students to provide equitable access to high-quality, grade-level academic and behavioral instruction and supports for all students?

Work will also focus on expanding opportunities for continued analysis of instructional practices, to ensure high expectations teaching for all students and provide a rigorous and relevant curriculum to better support student learning. Some resources for this work includes the adaptive support platform Lexia for reading and math, Illuminate for common assessment and data analysis work by subgroup. Additionally, the implementation for Universal Design for Learning with a revised DCAP will ensure intentional supports within the learning environment to help close gaps.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Implement high-quality aligned curriculum** | **9,072** | **Instructional Materials, Equipment, and Technology** |

**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: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* 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).
* Custom District Metric 1: ELA Benchmark Assessment - Illuminate
* Custom District Metric 2: Math Benchmark Assessment – Illuminate
* Custom District Metric 3: K12 Insight Culture and Climate Survey

**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.*

Foxborough Public Schools will measure parent engagement with the Culture and Climate Survey deployed each spring by K12 Insight. Additionally, views of Climate and Learning (VOCAL) survey will measure engagement. Data from these surveys will be utilized to ensure that families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding students' needs.

The district regularly engages in discussions with individual families to address specific needs of their children. The newly revised District Accommodation Plan (DCAP) was provided to all families along with a video explaining it. For our English learners, translations are provided to families. Additionally, EL teachers engage with individual families to address specific academic needs. On the broader scale, teachers engage with families through parent/teacher conferences. Parent Leader and community meetings with the Superintendent, and PTO/PAC/SEPAC school based meetings include opportunities to engage with families. These meetings are held at a variety of times to accommodate family needs and provide a way for families and other stakeholders to provide feedback.

The district partners with the Foxborough Discretionary Fund to assist underserved families. School Social Workers and Adjustment Counselors work in partnership with the Discretionary Fund and Foxboro Food Pantry assisting families with transportation for doctor appointments, fuel and food assistance.

**Certifications**

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

As part of the development of the Superintendent Entry Plan, individual and small group conversations with School Committee members, building principals, central office administrators, and district personnel took place. Additionally, building administrators, central office administrators, district directors and coordinators, and high school department heads contributed to the findings and district strategy. Information gathering continued with students, teachers, support staff, union leadership, parents/guardians, and community members as part of this process. Lastly, perception survey data from both the Culture and Climate Survey administered to teachers, student and parents as well as the survey results from VOCAL were utilized.

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

Date of Approval: June 22, 2020