Student Opportunity Act Plan

Granby

# 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)

*The rationale for selecting these student subgroups.*

In the past five years, our number of high needs students has steadily risen from 30% in 2015 to 44% this school year. Our district's mission statement is that "We believe in the promise of every child, in the purpose every child brings to learning, and in the passion every child possesses. We believe that learning is about the growth of all aspects of the child - social, emotional, physical, and intellectual."

In order to fulfill that mission for our high needs students, part of our strategic plan is to:

* Establish school-based instructional leadership teams,
* Ensure curricula is aligned with Massachusetts frameworks and within the district,
* Establish a K-12 assessment system, and
* Create innovative program of studies.

We have implemented pre-K to the extent that our space allows, are in the process of implementing a research-based early literacy program, expanded access to vocational training for high needs students, and are looking to offer early college enrollment targeting low-income and high-needs students. We believe our next focus should be on ensuring that all students receive high-quality instruction in every class, which will ultimately enable our high-needs students to successfully access early college and offer them more academic pathways.

The noted educational researcher John Hattie (2018) indicates that the factor with the most impact on student learning is collective teacher efficacy. By offering teachers effective professional development, providing them with leadership opportunities, working collaboratively to develop a written curriculum aligned with our state standards, and having a system to collect student data and monitor progress, we will develop innovative programs of study that engage all students and help our high needs students grow socially, emotionally, physically, and intellectually.

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

We are using Eduplanet21, a curriculum development platform based on the Understanding by Design (UBD) model created by Grant Wiggins and Jay McTighe. We've created a Curriculum Development Team comprised of teachers from various grade levels and discipline who are being highly trained in UBD to write model curriculum and serve as resources for other teachers.

All teachers in the district are engaged in curriculum development and are receiving training on all stages of UBD as well as in differentiation, social-emotional learning, data interpretation, and developing authentic assessments of student learning. By using the UBD framework, student and school performance gains are achieved through regular reviews of results (achievement data and student work) followed by targeted adjustments to curriculum and instruction. Teachers become most effective when they seek feedback from students and their peers and use that feedback to adjust approaches to design and teaching.

***Focus Area 1:***  Supporting educators to implement high-quality, aligned curriculum (E and F)

All teachers in the district have received professional development in the first stage of the UBD framework, with training in stages 2 and 3 to occur before the end of the school year. Teachers have also been trained in the use of the Eduplanet21 platform where the curriculum is housed.

For the past several years, all district teachers have gotten extensive training in differentiation, and this year, much emphasis has been placed on training in social-emotional learning. Our Curriculum Development Team was formed this year and are being heavily trained using a program run by Jay McTighe available in Eduplanet21. These teachers act as a collaborative team, evaluating each other's units and giving suggestions for improvement. As they become more skilled at unit building, they will act as resources for other teachers in the district.

By the end of this year, teachers across the district will have built stages one and two for their units. Teachers with special education, EL, and counseling training will advise on the best practices for delivering instruction and creating authentic assessments that will allow all students to access and express their learning in deep, meaningful ways.

In addition to the authentic assessments created by teachers in our district, we are piloting MobyMax and Istation, a DESE- approved assessment and progress monitoring tool, to give teachers actionable data that will inform their instruction and curriculum development.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Eduplanet21 platform and training** | **2625** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Professional development providers** | **1890** | **Professional Development** |
| **3** | **MobyMax** | **3495** | **Instructional Materials, Equipment, and Technology** |
| **4** | **Istation** | **950** | **Instructional Materials, Equipment, and Technology** |
| **5** | **Curriculum Development Team** | **7000** | **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 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)

**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.*

The small size of our district allows us to engage with families in a more personal way than large districts can. Our guidance counselors, EL teachers, and adjustment counselors will personally connect with each family at least twice during the school year to discuss students' overall progress, clarify any questions, and offer assistance if needed. Special education teachers will do more frequent check-ins with families whose students are on IEPs.

All teachers send weekly updates to families on student progress through Google Classroom. Istation and MobyMax also have parent portals that give families access to their students' progress on specific standards. Teachers will personally reach out to high needs families in the beginning of the year to explain how to access and interpret the reports and will check in with families either by phone, email, or Zoom call when a students' performance begins to fluctuate--either for the better or for the worse.

In order for teachers to be able to closely monitor high needs students, they need to know at the start of the school year who those students are. Guidance counselors and administrators will compile a list of students who fall into the high needs category and inform teachers when those students appear on their rosters, laying out clear expectations for keeping open and active lines of communication to those families.

**Certifications**

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

Both schools in the district have an Instructional Leadership Team comprised of teachers in varying grade levels and disciplines. We first met with these teams to examine data and brainstorm ideas for how best to improve the performance of our high needs students, using the strategic plan as our guide. We did the same with our school councils, which include parent, community, and student representatives. Given what we already have in place, the recommendation from both groups was to focus on supporting teachers in developing and implementing high-quality, aligned curriculum. We are scheduled to present our proposal to the school committee for approval.

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

Date of Approval: January 19,2021