Student Opportunity Act Plan

King Philip

# 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

*The rationale for selecting these student subgroups.*

The vision of the King Philip Regional School District is to inspire students to develop their passions and prepares them to succeed in a world of rapid and constant change.

The majority of our students demonstrate mastery of the concepts and skills taught in school. However, analyses of district data reveal that certain groups of students do not experience the same level of success. Students of color, students learning English, students with economic insecurity, and students with disabilities do not perform as well as their peers on MCAS and other assessments. The King Philip Regional School District is committed to helping the students from these groups experience the same levels of success as their classmates.

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

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

The King Philip Regional School District will continue to implement initiatives to support the learning of all students with a specific focus on students of color, students learning English, students with economic insecurity, and students with

disabilities. The district will increase co-teaching and inclusion support for students with disabilities. Analysis of enrollment and performance data of our students with disabilities indicated the need for more support for these students. As a result, the district increased staffing for co-taught classrooms.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **co-taught program teachers** | **262,000** | **Classroom & Specialist Teachers** |

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

The district does not have a consistent history/civics program. Teachers use a wide variety of materials and resources to teach students the concepts and skills outlined in the newly updated Massachusetts Curriculum Framework for history/social studies. As a result, our students experience a wide variety of pedagogy and materials during instruction. This is challenging for all students, particularly for students with disabilities and students learning English. To improve student learning, the district will implement a research-based history/civics program in grade 7 through grade 12.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **New history/civics program 7-12** | **163,000** | **Instructional Materials, Equipment, and Technology** |

Focus Area 3: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

The King Philip Regional School District will continue to implement initiatives to support the learning of all students with a specific focus on students of color, students learning English, students with economic insecurity, and students with disabilities. The district will increase co-teaching and inclusion support for students learning English. Analysis of enrollment and performance data of our English learners indicated the need for more support for these students. As a result, the district increased inclusion staffing to support these students.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Paraprofessional Professional** | **28,000** | **Other Teaching Services** |

**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)
* High School Completion: Four-year cohort graduation rate
* High School Completion: Extended engagement rate (5 year cohort grad rate plus percentage of students who are still enrolled)
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework

**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 King Philip Regional School District is committed to collaborating with our students' families since students are more likely to succeed in school when their parents/guardians are engaged in the students' education. We want families to fell welcome in the district. We actively engage families of students of color, students with economic insecurity, students learning English, and students with disabilities. We collect parent and guardian feedback through annual surveys, host educational events for all families on topics of interest, such as school safety and school anxiety, host orientation nights for students entering middle and high school, and have multiple PTO, School Council and principal events at the schools.

**Certifications**

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

We sent surveys to members of our district community. WE hosted an event for families of students new to the district with a focus on the families of students of color, students learning English, and students with economic insecurity to gather feedback. WE hosted events for the parents and students with disabilities through our SEPAC to gather their perspective on the district.

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

Date of Approval: 03/02/2020