Student Opportunity Act Plan

Kingston

# 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.*

* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

At Kingston Elementary School (KES) and Kingston Intermediate School (KIS), staff, students, and families have worked hard to help all students achieve at high levels. We have seen continuous improvement but achievement gaps remain based on our analysis of the 2019 MCAS data. This data shows that students with disabilities have not achieved at the same levels as non-disabled Kingston students. In four grade levels, the mean achievement of Kingston students with disabilities trailed the mean achievement state-wide of students of disabilities. Our MCAS data also show that students who qualify for the Title 1 program are not meeting with the same success on MCAS as other Kingston students.

KES and KIS are dedicated to their students and will work hard to close achievement gaps so that achievement and opportunity gaps are closed. Kingston staff and district staff are committed to closing these gaps, and it also will take the effort of Kingston families and the community.

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

Silver Lake Regional School District's "Plan for Success" highlights our goals of strengthening engagement and increasing student achievement for all learners. We have several initiatives underway to accomplish these goals, and will deepen our work in two areas to close gaps as swiftly as possible:

Focus Area 1: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

KES and KIS have just completed their adoption of enVision ©2020 as the math program for the early elementary grades. ELA is now up next in our curriculum review process, and we will work to ensure Kingston staff are using a research-based early literacy program for early elementary that aligns with the 2017 Mass ELA Framework. As part of this plan, we will partner with a literacy consultant in 2020 - 2021 to conduct an audit of our current program and capture input from teachers about what's working and where improvements are needed. Based on this review and input, we will pilot 2-3 programs during the 2021- 2022 school year and collect teacher feedback to select a program by June of 2022. Selecting and implementing a research- based early literacy program will help to ensure students with disabilities, Title 1 students, English learners, all students have access to a challenging, rigorous, and aligned ELA program.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Literacy Review and Planning Support** | **6840** | **Professional Development** |

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

During the school year 2019-2020, Kingston staff and the Silver Lake Regional School District have started working with McTighe and Associates to ensure teachers are fully equipped to design curriculum units using the "Understanding by Design" (UBD) framework. Over the course of this plan, we will expand the number of Kingston staff who are trained in this approach. We will also utilize funds to purchase curriculum materials and equipment aligned with the current MA curriculum frameworks. Units created in UBD format and aligned materials will ensure all students are exposed to engaging and high- quality learning experiences at KES and KIS.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **UBD Professional Development** | **2500** | **Professional Development** |

## Focus Area 3: Increased personnel and services to support holistic student needs (C and/or D)

To deepen our work in supporting the needs of all students, we seek to expand the school adjustment counselor position at KES from .8 FTE to 1.0 FTE. To help provide support for students who need additional support in math, KIS seeks to add a .5 FTE math coach position for the 2020-2021 school year. Deepening our work with students with disabilities, Title 1 students, and English learners will help to close achievement gaps and ensure all students are supported.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Addition of .2 FTE for School Adjustment Counselor (.8 FTE** → **1.0 FTE) at KES** | **14,397** | **Classroom & Specialist Teachers** |
| **2** | **Math Coach (.5 FTE) at KIS** | **25,000** | **Classroom & Specialist Teachers** |

## Focus Area 4: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Research shows that all learners benefit when strong co-teaching is in place. Our plan is to provide on-going professional development over the course of this three-year plan to make sure co-teachers have access to high-quality training related to inclusion and co-teaching. With a focus on inclusion and co-teaching, Kingston staff will be able to better meet the needs of students with disabilities, and those students will be learning alongside their peers.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Inclusion/Co-Teaching PD** | **3,000** | **Professional Development** |

**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
* Custom District Metric 1: STAR Math Assessment
* Custom District Metric 2: STAR ELA Assessment

**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.*

Kingston Elementary School and Kingston Intermediate School work hard to engage families, as we believe a strong connection among the school, families, and the regional district will provide the most support for students. This plan is about closing gaps and engaging all families, so it is important for us to make sure we find ways to forge strong connections to families of students with disabilities, students from low-income backgrounds, students of color, and students who are English learners.

To make sure we are engaging all families and listening to what supports they need, we will use provide several opportunities for Kingston families to provide input, including: the opportunity for public participation at the March Kingston School Committee meeting; Kingston Elementary School Council meetings; and a "Meet and Greet" on March 18th with Superintendent Dr. Jill Proulx and Assistant Superintendent Ryan Lynch. For families not able to attend these sessions in person, we will also launch an online survey to all families to gather as many perspectives as possible about how we can support all of our learners. Notice of these opportunities will be shared with all families, and invitations and notices will be sent to families of English learners in the language spoken in their homes.

**Certifications**

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

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

Date of Approval: 03/09/2020