Student Opportunity Act Plan

Lenox

# 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

*The rationale for selecting these student subgroups.*

The Lenox Public Schools has an PreK-12 enrollment in 2020-2021 of about 730 students. Cohorts of "high needs" students, with the exception of those with IEPs, are too small to be identifiable on accountability reports as components of a 'high needs" population, and therefore instead of redeployment of staff and resources on any major scale to address students' issues, these are best met by individualized services. The exception to this situation is students who have special needs, of whom there are approximately 80 PreK-12.

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

Students at Morris Elementary School, the district's only PreK-5 school, are benchmarked three times annually. Based on benchmarking students are ranked in priority of need. The school's Title I coordinator, the math specialists, and the reading specialist rank students based on (a) student assessments administered in class, (b) teacher input, and (c) ELA and mathematics benchmarks. Scoring is zero to two. Two is given for students who are adjudged according to these measures as performing below grade level expectations. Based on that rank ordering students are provided with interventions. The progress of students in intervention, whether regular education or special education students, are monitored not less than bi- weekly, and interventions are adjusted based on those data. Students with IEP goals participate in these assessments, which assist in determining the individual's progress toward the goal agreed to by the Special Education Team.

The data from this year (which is an abnormal one for providing instruction that fully meets the needs of students identified as encountering difficulties, most especially those students with IEPs) suggest that better services focused academic and social emotional learning needs should be provided.

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

The district is currently investigating literacy, but especially mathematics & writing programs that will provide teachers with better instructional strategies and materials for improved student learning.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Math programming** | **TBD** | **Classroom & Specialist Teachers** |

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

In addition to the mathematics programs that are being explored in order to provide improved services to students with special needs through a general inclusion program, a new writing program, the exploration of which was interrupted by the closure of schools in March 2020, will be investigated for introduction (assuming more normal school operations are in place) during the 2021-2022 school year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Writing programming** | **TBD** | **Classroom & Specialist Teachers** |

## Focus Area 3: Increased personnel and services to support holistic student needs.

The need for greater emphasis on and more effective delivery of social-emotional learning among all students, and particularly among those who have IEPs, is not addressed in any of the afore cited categories. nevertheless, the school and district administration have identified the need for daily, well-focused delivery of SEL programming to all grades, PreK-5.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **SEL programming** | **TBD** | **Classroom & Specialist Teachers** |

**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)
* Custom District Metric 1: SEL metric to be developed

**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.*

Morris Elementary School has an active parent council that is engaged in working with the principal and the faculty in supporting the work done in school at home, and in providing supplementary financial resources to teachers. Moreover, the Social Education Parent Advisory Council meets regularly with the Director of Student Services to examine services currently offered to students on IEPs, to propose more effective means of collaboration between parents and teachers in promoting achievement of goals of each student's IEP, and to advocate for special education programs and services in the Lenox Public Schools. Both classroom and special education teachers maintain personal contact with the parents or guardians of PreK-5 students with IEPs, and the need for such outreach and frequent contact will be reinforced by district school administrators.

**Certifications**

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

The Special Ed PAC was consulted early in 2020, prior to the schools' shutdown due to COVID-19, to discuss and seek support for placing the emphasis of the mandatory SOA Plan on services and programming that would especially benefit students with disabilities under the IDEA.

The Lenox School Committee has been advised of the need to submit an SOA Plan, but its approval of the plan will be demonstrated by its approval of an FY 22 budget that incorporates the elements described under Commitments # 2. There being no additional funding to support the requirements imposed by the SOA on refocusing educational efforts, it will be necessary for the School Committee to commit financially to approving funding for these efforts. This happens as part of the budget development and approval process.

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

Date of Approval: Pending