Student Opportunity Act Plan

Lunenburg

# 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.*

Strategy for Continuous Improvement

In the fall of 2019, the Lunenburg School Committee approved the district's Strategy for Continuous Improvement. The Strategy has four objectives: Transforming Teaching and Learning; Cultivating Climate and Culture; Communication and Operations; Equity, Access, Opportunity and Achievement for All Students.

As outlined in the Strategy, the district is working to create greater efficiency of operations and foster a culture that values data use and fosters continuous learning in a climate that is safe, caring, inclusive and reflective of our core values. Our Behavioral Health Advisory Council was formed in 2019. This team, along with our District Leadership Team, District Safety Team, and Wellness Advisory Committee lead the district's efforts to foster a climate of safety, caring and inclusivity for all in our district through secure facilities and safety training, evidence-based social emotional and mental health curricula, and building strong staff-student relationships.

Another Strategy objective is Equity, Access, Achievement, and Opportunity. Recent national events have brought an urgency to this work. The district will be evaluating the current status of equity across the district in FY21. We will be working to ensure teaching and learning are student-centered and inclusive, and all students are provided equal access to a high-quality education through implementation of a tiered systems of supports to meet students' social, emotional, behavioral and academic needs.

Subgroups for Focused Support

Accountability Data and Achievement and Growth Data have been presented annually to the School Committee via the MCAS/Accountability Report and to the School Committee and Finance Committee via budget presentations. Our High Needs subgroup (inclusive of economically disadvantaged, special education, and English language learners) will require focused support in order to achieve at high levels and be successfully prepared for life.

2019 Accountability Data

* District Not Requiring Assistance or Intervention 55%- Substantial progress (all) 46%- Moderate progress (high needs)
* THES Not Requiring Assistance or Intervention 44%- Moderate progress (all) 28%- Moderate progress (high needs) 33 - Accountability Percentile
* LMS Not Requiring Assistance or Intervention 45%- Moderate progress (all) 34%- Moderate progress (high needs) 67 - Accountability Percentile
* LHS Not Requiring Assistance or Intervention 69%- Substantial progress (all) 64%- Substantial progress (high needs) 68 - Accountability Percentile

We also know that there are an increasing number of students requiring social-emotional and behavioral supports. Data gathered via student surveys and through Universal Screening using GAD-7 and PHQ-9 reveal nearly 34% of high school students (9-12) required follow-up. We do not yet have similar data for K-8. We know that the COVID-19 school closure will exacerbate the existing learning gaps for all students, especially for these subgroups.

As outlined in the Strategy for Continuous Improvement, Lunenburg Public Schools is committing to closing achievement and opportunity gaps for these student subgroups through appropriate academic and social-emotional tiered intervention and supports.

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

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

Enhanced Core Instruction: The district has been a recipient of the DESE literacy grant for the last two years. In FY20 our work through that grant included a consultant working with all teachers (K-2). We have also partnered with another literacy teacher training in instructional methods and piloting quality curriculum materials. We will continue to partner with consultants to provide PD and coaching in FY21 and at least three more years. The goal is to strengthen the Tier 1 instruction and see a reduction the number of students requiring literacy intervention. All students will benefit from strengthening Tier 1 instruction.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Literacy PD** | **10,000** | **Professional Development** |
| **2** | **Curriculum materials** | **10,000** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 2: Increased personnel and services to support holistic student needs (C and/or D)

Targeted Student Supports: The district formed a Behavioral Health Advisory Council in the fall of 2018. This group is comprised of school administrators, school psychologists, nurses, social worker, guidance counselors, and Board Certified Behavior Analysts (BCBA). The mission of this group is to identify the behavioral health needs districtwide, explore SEL curriculum and programs, provide consultation to the district professional development committee regarding necessary PD for staff, gather data, and pursue grant opportunities to further this work in support of students and staff.

In Fy19 the district created our Transition Learning Center at our primary school (PK-2). This program is designed to support students requiring Tier 2 and 3 social-emotional and behavioral supports in order to access the curriculum. We also began PBIS PD for our primary school staff in FY19 and continued that PD in FY20. We plan to continue our work with the consultant and expand PD to include the elementary school staff. In FY20 we strengthened the primary school programs with additional support staff and began a modified version with existing staff at our elementary school. In FY21 we will add staff to the elementary school program replicating the primary school model and begin PBIS PD for staff.

The district is also moving forward with a virtual course program in FY21. The district had been using Virtual High School (VHS). The new program will meet medical and home tutoring needs, instruction during long term suspensions, and credit

recovery for high school students. Credit recovery will help all subgroups in the High Needs group meet graduation requirements and keep them from dropping out or choosing to leave the district to attend schools with lesser academic demand or more pathways to college and career readiness.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Special Education Teacher (4)** | **354,124** | **Classroom & Specialist Teachers** |
| **2** | **Social worker (1)** | **87,688** | **Guidance and Psychological** |
| **3** | **School Psychologist (2)** | **197,795** | **Guidance and Psychological** |
| **4** | **Paraprofessional (2)** | **65,720** | **Pupil Services** |
| **5** | **Virtual Course Program** | **15,030** | **Other Teaching Services** |

Focus Area 3: Community partnerships for in-school enrichment and wraparound services (C)

Conditions for Student Success: We know that many students and families require supports in addition to those provided in the context of the school day. In FY19 and FY20, the district began utilizing the Interface Referral Service through William James College. This service assists students, families and any resident of Lunenburg with securing mental health services accepted by their medical insurance plan and a shorter wait for an appointment. We have found the program to be well utilized by our students and families and will continue to utilize this program in FY21 and FY22.

The district formed a Kinship Care Support Group in FY20. This group meets monthly to provide support to extended family members who are raising our students. This family outreach and engagement model provides the families with resources and an opportunity to network with each other in a supportive environment. The district will continue this program in FY21 and beyond, as long as it is beneficial to our students and families. We may seek to expand this program as a regional support group.

For the last several years our ESL teachers have been committed to family outreach and engagement. Their model includes home visits, creating ELL family networking opportunities, and adult programming for English language acquisition.

Over the next three years we will continue this program and explore ways to replicate this model to support special education and economically disadvantaged students and families.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **ESL Teacher/Coordinator (2)** | **181,148** | **Classroom & Specialist Teachers** |
| **2** | **Guidance Counselor (1)** | **89,497** | **Guidance and Psychological** |
| **3** | **Teacher (1)** | **99,636** | **Classroom & Specialist Teachers** |
| **4** | **Interface Referral Service** | **12,500** | **Guidance and Psychological** |

**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)
* Custom District Metric 1: GAD-7
* Custom District Metric 2: PQH-9

**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.*

Partnership with families is an important component to student success. We will continue to practice family outreach and engagement programs as described in Commitment 2, Initiative 3. In addition to School Advisory Councils, we formed a District Advisory Council in FY20. Staff and parents on this Council do represent our High Needs subgroup, specifically EL, special education, and economically disadvantaged subgroups. We will also continue our strong partnership with the PTO and the PAC/SAL.

The district has tried hosting a variety of forums at different times of the day, none drawing much family participation. With the COVID closure, we have found new virtual platforms which allow for remote participation. We will arrange to host forums and meetings virtually in FY21 to see if the option of remote participation results in greater participation. Attendance will be tracked.

**Certifications**

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

The draft Student Opportunity Plan was shared:

* by principals with each school's School Advisory Council for feedback
* by the Superintendent with the District Advisory Council and PTO for feedback
* by the Director of Special Services with the PACSAL for feedback
* by the Superintendent with all district staff for feedback
* The Plan was posted on the district and school websites and sent out via email to all families seeking feedback.
* The Superintendent hosted a virtual forum to solicit feedback.
* The Plan was presented at a School Committee meeting with an opportunity for public comment.

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

Date of Approval: 06/17/2020