Student Opportunity Act Plan

Masconomet

# 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.*

As stated in Masconomet's Vision 2025, Values and Beliefs:

We believe that when teaching and learning are personalized to the extent that it honors each individual's unique needs, strengths, interests and learning styles, that EACH student will have opportunities to achieve his/her potential. We value the education of the Whole Child, developing "initiative, integrity, imagination, an inquiring mind, self-knowledge, interpersonal skills, and the ability to feel and recognize each individual's truth". (paraphrased from the Whole Child)

However, we recognize that not all student groups experience the same level of success and achievement. Based on our review of district data, our students with disabilities are not experiencing the same level of MCAS outcomes or attendance rates.

We are committed to continuing our work to close achievement and opportunity gaps for students with disabilities and recognize that this important work will take not just the efforts of district staff, but also families and community.

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

Over the last few years Masconomet Regional School District has begun to adopt strategies that focus on meeting the needs of our students with disabilities. Alongside the development of our Vision 2025 and Strategic Action Plan, we intend to continue and deepen our work on two important initiatives already underway.

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

Inclusion for Student with Disabilities (SWD) – Expansion of Co-Taught Classrooms

Beginning four years ago, in school year 2015-2016, we invested in Professional Development and brought in a consultant to train 10 teacher partners to participate in the Co-Teaching Model. The middle school implemented a pilot co-teaching model in February 2016. Additionally, we invested in and added two co-teachers, one math certified and one English certified. We will ask our district to support the expansion of this program in the coming years and to support the professional development of educators in delivering instruction in a co-taught model.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **2 Co-Teachers** | **156178** | **Classroom & Specialist Teachers** |
| **2** | **Co-Teaching PD** | **4000** | **Professional Development** |

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

Recognizing the growing need for supports for adolescents with mental health needs we have committed ourselves to focus on the social emotional needs of our students. With the growing number of our students suffering from anxiety, depression, and other mental health conditions, over the past four years Masconomet has built and expanded upon two Student Support Centers, one at the middle school and one at the high school. Our middle school SSC is staffed with two school adjustment counselors, and one teacher. Our high school SSC is staffed with three school adjustment counselors, and three paraprofessionals. Many of our students suffering with mental health issues experience difficulty attending classes, coming to school, and staying in school, our SSCs provide a number of services and supports for these students including alternative learning opportunities.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **2 Middle School Adjustment Counselors** | **215350** | **Classroom & Specialist Teachers** |
| **2** | **3 High School Adjustment Counselors** | **257783** | **Classroom & Specialist Teachers** |
| **3** | **1 Middle School Teacher** | **56733** | **Classroom & Specialist Teachers** |
| **4** | **3 Paraprofessionals** | **57597** | **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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

**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.*

Masconomet Regional School District recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on students with disabilities, it is particularly important that we find ways to continue to effectively engage our families of students with disabilities.

We will continue to provide many opportunities and events throughout the school year to effectively reach all families including; monthly SEPAC Meetings, Bi-monthly School Committee Meetings, Parent Open House, 6th Grade Parent Night, Course Selection Night, Transition Planning Meetings, Transition Task Force, Special Education College Night, 8th Grade Parent Night, Parent Conferences, 8th Grade Portfolio Share, Power of One, and IEP Meetings.

**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: 05/06/2020