Student Opportunity Act Plan

Millbury

# 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.*

* 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)
* Title 1

*The rationale for selecting these student subgroups.*

As noted in our District Learning Plan, Millbury Public Schools is committed to ensuring that each of our students achieves success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, including the growth and achievement data for our Title 1 student subgroup, our English Learners subgroup, and our students with disabilities subgroup, we have determined that all students are not experiencing the same level of MCAS outcomes and graduation rates as their peers. We are committing to providing intensive and focused support to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

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

Millbury Public Schools is committed to adopting and strengthening research-based strategies focused on meeting the needs of our diverse student groups. Alongside several other improvement strategies detailed in our District Learning Plan, we intend to continue and deepen our work on two important initiatives already underway:

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

MPS has identified an increasing number of students with gaps in foundational reading skills. These gaps continue into the upper grades, making it more difficult for those students to access grade-level content. These gaps have been identified through an analysis of early literacy screening tools that assess K-3 students in phonological awareness, phonics, fluency, vocabulary, and comprehension. Steps have been taken, as reflected in our school learning plan, to create increased tiers of support for all students and to better align interventions to student needs. In order to deepen our work in this area, the MPS will be adding a summer support program and afterschool tutoring facilitated by highly-qualified literacy tutors using an evidence-based early literacy intervention resource. In addition, students will receive small-group, targeted interventions during the school day and general education teachers and tutors will receive Tier 2 literacy coaching. The District will also utilize professional development opportunities to expose all staff members to the concept of universally designing their lessons and learning environments in order to best support all learners and remove barriers to accessing content. There will be a focus at the early grades on implementing high-quality literacy interventions that provide individual students with what they need to develop these foundational skills.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **LLI Reading System** | **12,022** | **Instructional Materials, Equipment, and Technology** |
| **2** | **i-Ready** | **22,566** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Lexia** | **9,900** | **Instructional Materials, Equipment, and Technology** |
| **4** | **Summer Literacy Support program** | **40,000** | **Classroom & Specialist Teachers** |

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

We have identified a need to provide more support to both students and the community in general regarding mental health and the dangers of addiction. Starting in the FY'21 school year, the District will be engaging with Shrewsbury Youth and Family Services to provide our students with addiction counseling, mental health supports, and other services. In addition, our partnership with SYFS will enable families to access much-needed counseling supports outside of the school. We have also begun a campaign to provide our students and our community with education about vaping and its consequences.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
|  |  |  |  |
| **1** | **Mental health providers** | **5,000** | **Other Teaching Services** |
| **2** | **vaping cessation program** | **5,000** | **Other Teaching Services** |
| **3** | **Mental Health First Aid** | **10,000** | **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.*

* High School Completion: Four-year cohort graduation rate
* Custom District Metric 1: iReady growth data
* Custom District Metric 2: Lexia data K-3
* Custom District Metric 3: SEL screener

**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.*

Millbury Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of students from low-income backgrounds, EL students, and students with disabilities. We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our current efforts to enhance engagement, including annual fall open houses, Back-to-School nights, parent-teacher conferences, teacher and building newsletters, social media, and community presentations, we will add the following:

* Literacy and math nights for the community -- focusing on home supports After-school academic support
* Summer enrichment programs
* Informational evening events focused on the holistic needs of our students

**Certifications**

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

Millbury Public Schools engaged the following groups in the development of this plan:

* Millbury School Committee
* Student representatives, including the 2020 Student Government Day panel
* School Councils made up of parent and teacher representatives in grades, K-12
* Building-based team leaders and department heads, K-12
* Building-based instructional coaches, K-12
* Shrewsbury Youth and Family Services
* Central Massachusetts Regional Health Alliance
* Millbury Board of Health
* District Leadership Team members

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

Date of Approval: 03/11/2020