Student Opportunity Act Plan

Milton

# 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
* African American/Black students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students

*The rationale for selecting these student subgroups.*

The Milton Public Schools conducted an institutional self-evaluation process in the fall of 2020 using the MA DESE District Self-Assessment tool. This process engaged stakeholders including leaders, teachers, and families. As part of that process, the district considered available data in order to evaluate all aspects of its K-12 program to ensure that all students, regardless of race, color, sex, gender identity, religion, national origin, limited English proficiency, sexual orientation, disability, or housing status, have equal access to all programs. Some of the findings of this data analysis included:

The percentage of students of color has remained at about 31% for the last 5 years. However, the percentage of students with special needs who are students of color has remained at about 37% for the last 5 years.

67% of students in the Class of 2020 met both the Evidence-based Reading and Writing and the Math benchmark on the SAT. However, performance on SAT for students of color and students who qualified for a reduced fee was notably disproportionate (35% and 40%, respectively as compared to 67%). Further, African-American students are not participating in AP courses at the rate of their share of the population (less than half the percentage).

Post-graduate plans for those in the class of 2020 are disproportionate as compared to the aggregate demographics with African-American students, students from lower socio-economic households, and students with disabilities less likely to plan to go to a four-year college.

Historically, MCAS data at all levels and in all three subjects (math, ELA, and STE) show achievement gaps for students of color, students with disabilities, and students from lower socio-economic households.

These data suggest a need to focus on closing the opportunity gap for our students of color, students with disabilities, and students from lower-socioeconomic households.

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

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

Inclusion/co-teaching for students with disabilities. Over the last few years staffing increases have happened at the elementary and middle school levels in order to support a more inclusive model. In addition, support for teachers has come through the addition of an elementary inclusion specialist and a secondary specialist. Limited special education staffing at the high school level creates a barrier to a more inclusive, less restrictive environment at the high school. The addition of a special educator will assist in creating flexibility to schedule students more inclusively.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **High School Special Educator** | **84100** | **Classroom & Specialist Teachers** |
| **2** |  |  | **Employee Benefits/Fixed Charges** |

## Focus Area 2: Early College programs focused primarily on students under-represented in higher education (I)

Early College programs focused primarily on students under-represented in higher education. Although guidance counselors at the middle and high school level are responsible for supporting students' college and career development, the district lacks someone dedicated to building early career/college awareness programs, building partnerships with community organizations, and ensuring alignment of support and planning efforts. The addition of this position would fulfill that need and oversee wraparound services to ensure that students of color, students with disabilities, and students from lower socio- economic households have access to planning and supports.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **6-12 College/Career Coordinator** | **84100** | **Classroom & Specialist Teachers** |
| **2** |  |  | **Employee Benefits/Fixed Charges** |

## Focus Area 3: Hiring school personnel that best support improved student performance (D)

Elementary level math and reading intervention. Over the last few years the district has implemented a research-based elementary program, Reach for Reading, and implemented Tier I reading specialist support for grades 1 and 2 specifically. Most recently the district has adopted a reading screener, LEXIA Rapid, and crafted a data driven system for allocating the grades 1 and 2 reading specialists. Although the data suggests that the efforts of the reading specialists are resulting in improved reading outcomes for students, it further suggests a need for Tier I reading support in grades 3-5. The addition of two reading specialists to focus specifically on students in grades 3-5 would work toward ensuring that students' reading skills are on or above grade level expectations and set them up for success in middle school. This will also assist in closing proficiency gaps in reading for students of color and students from lower socio-economic households and work towards addressing over-representation of students in special education. Our plan is to apply a similar model in mathematics. We recognize one math interventionist is only a beginning, but we think it a necessary based on our 3, 4, and 5 grade math MCAS data and data from local assessments that shows a proficiency gap for our subgroups.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Reading Specialists Grades 3-5 (2FTE)** | **168200** | **Classroom & Specialist Teachers** |
| **2** | **Elementary Math Interventionist** | **84100** | **Employee Benefits/Fixed Charges** |

## Focus Area 4: Increased personnel and services to support holistic student needs (C and/or D)

Increased personnel and services to support holistic student needs. As the research suggests, supporting the mental and behavioral health of students leads to positive outcomes later in schooling and beyond. Due to significant increases in enrollment over the last several years, the ratio of students to counselors and students to school nurses is not in-line with the recommendations from the American School Counselors Association or the National Association of School Nurses. The addition of 2.0 FTE School Nurses and 1.0 Middle School Guidance Counselor would shift the district to be in-line with these recommendations and thus enhance support to students and families. In addition, the Milton Public Schools has been a Safe and Supportive Schools grant recipient for the last few years and as such as conducted self-assessments using the Safe and Supportive Schools Framework Self-Assessment Tool. These self-assessments have suggested a need for some coordinated, district wide efforts to build community partnerships, provide professional development to teachers, and enhance procedures and protocols so that all students have access to Tier I behavioral health interventions and all families have access to additional supports.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Middle School Guidance Counselor** | **84100** | **Classroom & Specialist Teachers** |
| **2** | **School Nurse (2.0 FTE)** | **168200** | **Employee Benefits/Fixed Charges** |
| **3** | **SEL/Behavioral Health Specialist** | **84100** |  |

## Focus Area 5: Supporting educators to implement high-quality, aligned curriculum (E and F)

Supporting educators to implement high-quality, aligned curriculum. As part of its efforts to improve outcomes for all students, the Milton Public Schools crafted and adopted a rigorous curriculum review process that includes an equity lens. This year K- 5 mathematics and K-12 social studies is under review. Three curriculum leaders are participating in the DESE facilitated training Evaluating & Selecting High-Quality instructional Materials for ELA, Math, and Science Network in order to support their curriculum review work. This includes accessing information via the CURATE site. Although the reviews are still in process, it does appear that a new elementary math curriculum and a new elementary social studies curriculum will be needed as well as supplemental materials for secondary social studies. In addition, the effective implementation of any curriculum requires quality, ongoing professional development- the cost of which is captured here.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **New elementary mathematics curriculum** | **160000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **New elementary social studies curriculum** | **112000** | **Instructional Materials, Equipment, and Technology** |
| **3** | **New additions to the 6-12 social studies curriculum** | **60000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **New elementary mathematics curriculum- Professional development** | **60000** | **Professional Development** |
| **5** | **New elementary social studies curriculum- Professional development** | **60000** | **Professional Development** |
| **6** | **New additions to the 6-12 social studies curriculum- Professional development** | **8000** | **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
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Post-secondary Success: Enrolled in college during the first year after high school
* Post-secondary Success: Persisted in college into the second year
* Custom District Metric 1: SAT College/Career Readiness Data
* Custom District Metric 2: LEXIA Rapid Screening Data
* Custom District Metric 3: YRBS/YHS
* Custom District Metric 4: Locally developed SEL survey

**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.*

The Milton Public Schools values their partnership with families. In the past we have partnered with 1647 in order to build capacity in conducting home visits for our parents/guardians of kindergarten students. In addition, we added a Family Liaison position a few years ago in order to build supports and further enhance our partnership with families. That said, we recognize there is work to do, especially in the area of connecting with all families and ensuring opportunities for all families to engage in meaningful ways. In the fall of 2020, the Milton Public Schools established a Senior Director for Educational Equity and sought an outside partner who would conduct an equity audit. A stated focus for this position and for the audit is to enhance the ways in which we engage with families and, in particular, to elevate the voices of representing our subgroups.

**Certifications**

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

The Milton Public Schools was projected to receive a $1,221,680 increase in aid, however, received a $0 increase. Given that, our engagement process focused on asks to the Town for these positions and other needs. Our engagement process included public presentations to MPS School Committee, Milton Warrant Committee, and Town Meeting with opportunities for public comment. Other engagement processes include through Site Councils, leadership teams, and PTO leadership meetings.

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

Date of Approval: Pending