Student Opportunity Act Plan

Mohawk Trail

# 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

*The rationale for selecting these student subgroups.*

As noted in our District Improvement Plan and School Improvement Plans, Mohawk Trail Regional School District is focused on improving student achievement in math. This is a goal for all students, but particular focus is on students with disabilities, and low-income students. These subgroups of students have MCAS outcomes that are disparate from their peers, resulting in gaps in achievement in comparison with all students in the school and/or district. Additionally, students with disabilities and low-income students have lower graduation rates than their peers and engage in fewer advanced courses, particularly in mathematics. Finally, a significant number of our graduates are not ready to succeed in college-level mathematics courses.

Our plan is designed to continue to close opportunity and achievement gaps for students with disabilities and from economically disadvantaged backgrounds. We also seek to improve overall academic achievement district-wide in mathematics.

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

There are existing district initiatives working in tandem to address these achievement and opportunity gaps.

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

K-12 Mathematics Curriculum Aligned with MA Curriculum Frameworks. Over the last few years, the district has adopted new mathematics curriculums in grades K-12. These curriculums are inquiry-based, student-centered and designed to support strong success in the standards for mathematical practice and develop deep understanding of concepts and skills. The most recent curriculum adoption was in grades K-5. To support successful implementation of the curriculum and improved instructional practices, the district has invested in a full-time mathematics coach. The coach works closely with classroom teachers, paraprofessionals, math interventionists and special education teachers to support their teaching of mathematics and to help us systematically measure student outcomes.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **K-5 Mathematics Curriculum and Aligned Intervention Curriculum (partial cost)** | **27030** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 2: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Inclusive Practices for students with disabilities (and all students): The new math curriculum and math coaching work is supported by continued commitment by the district to inclusive practices. Teachers at all levels have been trained in Universal Design for Learning and use these concepts to create and deliver engaging curriculum that includes entry points, supports, extensions, choice and multiple modalities for learning to all students. At the secondary level, all courses have been detracked, and at the elementary level nearly all students receive core instruction in heterogeneously grouped classrooms.

Secondary mathematics teachers have had extensive training in inquiry-based math instruction. Co-teaching has been adopted in all core courses (ELA, science, math and social studies) in grades 7-10, and co-teaching pairs have common planning time, have had co-teaching professional development, and engage in instructional coaching cycles with both an outside consultant and the assistant principal for teaching and learning. At the elementary level, co-teaching and an expanded "push-in" model for special education and intervention is part of a tiered system of support for all students in mathematics. The cost of these inclusive practices are covered by existing general funds and federal, state and outside grant- funding.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** |  | 0 |  |

**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: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: Mathematics mean student growth percentile (SGP)
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework
* Custom District Metric 1: student engagement in elementary math (grades 3-5 survey of learning experience/environment/instructional practice)
* Custom District Metric 2: math achievement in core program and tier 2 interventions - district-based assessments

**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.*

Mohawk Trail Regional School District has several existing avenues for engaging families regarding student needs. The school committee meetings are frequent, well-attended, and include opportunities for family/community input. Each school has an LEC that meets regularly to address school improvement goals. A district SEPAC meets regularly to engage families of students with disabilities. Each elementary school has an active PTO. This year, members of each PTO and LEC were invited to a district-wide meet and greet and to an Educational Subcommittee. As part of our tiered system of support, specialists provided interventions and specialized instruction to students who are struggling academically and to students with disabilities. Students receiving academic intervention and their families are invited to meetings specifically addressing these interventions. They are also contacted individually by these specialists (math specialists, SLPs, special education teachers, etc.) regarding specific supports they receive through this tiered system of support.

As part of a new approach to family engagement, the middle and high school has actively worked to engage parents from elementary schools to join the LEC at the secondary level. As the middle/high school has begun a large school redesign process (with outside funding from MASS IDEAS), there have been several new avenues for community and family engagement: 1) weekend design institutes 2) the creation of a student advisory board to the principal 3) the creation of a community task force for school redesign 4) surveys of students and families about their experiences at the school/school culture, climate and academics 5) focus groups with students and outside facilitators to get input about their learning experiences, school climate and mental health and wellness.

**Certifications**

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

The Mohawk Trail Regional School District Improvement Plan is vetted and monitored by the district school committee and its education subcommittee in public meetings. It is developed by the district leadership team based on analysis of student achievement patterns, community feedback (through public forums, surveys and indirect means, such as looking at school choice numbers, for example) and informed by school-based stakeholder engagement (LEC priorities, SEPAC meetings, school-based surveys, etc.). School Improvement Plans are developed in collaboration with school faculty and staff and LECs, and informed by student achievement data, local issues/priorities and input from families. This plan is based upon the District Improvement and School Improvement Plans.

The selection of the K-5 mathematics curriculum was led by a committee made of general education and special education teachers and administrators. It was a rigorous process that included rubric-based curriculum review, school site-visits, classroom-based pilots, professional development, and district-wide input (through meetings and surveys) from faculty and staff. This committee also made recommendations for a 3 year implementation plan that included professional development, coaching, support with curriculum materials, intervention curriculum support, student assessments and monitoring of program implementation and student achievement. Justification for the supports for implementation have been made through public meetings with the school committee and its budget and educational subcommittees.

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

Date of Approval: 05/13 2020