Student Opportunity Act Plan

Nashoba

# 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.*

* First language not English students
* English learners and former English learners
* Students with disabilities
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

As noted in our strategic plan, Nashoba Regional School District is committed to ensuring all of our students achieve 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 available district data, our Latino students, black students, English learners, and students with disabilities are not experiencing the same level of MCAS outcomes as their peers. In addition, our students with disabilities are not demonstrating the same graduation rates as their peers. We also note the troubling fact that students within these specific subgroups, particularly Latino students, report lower engagement in school as measured by our annual student survey. We are committing to intensive work 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**

## Focus Area 1: Early College programs focused primarily on students under-represented in higher education (I)

Nashoba offers Early College Pathway courses in both English and psychology. In the future, Nashoba plans to offer courses in math and science. Nashoba allocates two teaching sections of our teachers' salaries, as well as funding for classroom texts for each section. Students are only asked to finance $100 for each course, as the rest of the course is funded by Massachusetts Early College Initiative. If a student is not able to pay this fee, the student's application is covered by the district's funds. Teachers highly encourage students interested in a two-year college program, targeting students such as students with disabilities or English Language Learners, who will benefit from participating in college readiness activities in a supportive high school environment.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Teacher of Early College Courses** | **173,049** | **Classroom & Specialist Teachers** |
| **2** | **Textbooks** | **21,000** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 2: Supporting educators to implement high-quality, aligned curriculum (E and F)

Over the past few years, Nashoba Regional School District has allocated a significant portion of the district professional development, curriculum development, textbook adoption and school instructional supply budgets to supporting teachers to collaborate in vetting curriculum materials and developing curriculum units that are implemented across all of the schools at a grade-span. For example, during the 2019-2020 school year, middle school math teachers implemented a new curriculum resource (Eureka Math) and shared curriculum units across the three middle schools. Math and special educators co-planned lessons using the district units in an effort to refine their instruction to be able to fully support students with disabilities. During the 2020-2021 school year, middle school English Language Arts teachers and special educators will continue to participate in professional development to support the implementation of a Literacy Workshop model that will be supported within the next few years by shared district curriculum units developed by teachers across the district. The purpose of developing shared curriculum units is to facilitate co-planning for inclusion teams as well to facilitate cross-district conversations about instruction by ELA teachers. The expectation is that having access to common or shared curriculum will facilitate deeper conversation about supporting students with disabilities and English Learners. Similar plans have been implemented or will be implemented at the elementary and high school levels in conjunction with Nashoba's Curriculum Review Cycle. Thus, this initiative is district-wide.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Content Based Professional Development** | **39,000** | **Professional Development** |
| **2** | **Math Instructional Materials** | **36,954** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 3: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Beginning in the 2017-2018 school year and as part of our district improvement plan that year, Nashoba's middle school math classes transitioned to a co-taught model. This shift involved professional development and coaching over two years and revising of school schedules to allow for co-teaching. Students with disabilities immediately benefited from this shift as seen in the growth in their overall math performance and in their level of engagement in the math curriculum within the inclusion classroom. We aim to continue and expand this model in the coming year both at the middle school level to ELA and at the elementary level.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
|  |  |  |  |
| **1** | **Special Educators for Inclusion** | **877,226** | **Classroom & Specialist Teachers** |

**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)
* High School Completion: Four-year cohort graduation rate

**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 Nashoba Regional School District recognizes the importance of engaging families of all backgrounds. As a regional school district, we work hard to engage all stakeholders from diverse places, socio-economic backgrounds and experiences through multiple mediums. Each of our schools has a school council that invites parents, students, staff and community members to explore, discuss and implement programming that addresses the needs of all students. With that, we seek the input from parents, community and student voice to inform decisions around student experiences in our schools.

Each March, the district creates and implements a day of professional learning that includes all members of our communities, invites other districts and includes keynote speakers from a wide array of backgrounds. Social-emotional learning, innovation and meeting the needs of every learner have been just a few of the themes we have covered. This day invites community services and members to be a part of the day and participate in any way possible.

Nashoba Regional High School has developed a special relationship with AIS Office Furniture Systems that allows our students to participate in internships and provides opportunities for the company's staff to participate in and help our students within a Design Thinking module. We have worked with them in creating opportunities for classes to visit their headquarters and work collaboratively on developing new courses and modules within the high school promoting college and career-ready skills.

This year, our high school was invited into the eligibility stage for a new high school project/renovation. With this, we have partnered with Next Generation Learning and the Barr Foundation in solidifying a grant opportunity to collaborate with schools across the country in identifying an educational vision for a new high school. This opportunity has allowed us to solicit feedback from families, alumni, community members, business leaders and local government in moving our district forward by engaging multiple stakeholders in the process. This process allows us to ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district.

**Certifications**

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

The District regularly engages with multiple stakeholders in each of our three communities. Through School Council meetings, School Committee Meetings, our Days of district and community professional learning, we continually seek feedback, input and ideas from our community members and families.

Additionally, through our process with the MSBA, we have reached even further beyond the traditional scope of engagement to bring in our local government, parents, school committee members and faculty and staff to a process that impacts all of our communities for the foreseeable future.

At the high school level, we continue to seek out community partnerships to focus on college and career ready skills for our students. Our partnerships with local businesses have allowed us to bring these kinds of skills into our high schools and provide opportunities for our students to work in the field and forge relationships with community stakeholders.

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

Date of Approval: 04/22/2020