Student Opportunity Act Plan

Norton

# 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
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

As a district, Norton recognizes that our percentage of students on IEPs is higher than expected and we are working as an organization to look at root causes for this issue. Using local and state-wide data comparisons, engaging in the MA IEP Improvement Project as an early adopter district, and working to improve our general education curriculum and supports are just some of the initiatives that we are currently working on to improve this issue.

While making adjustments to our practice and processes as a district, we still have a number of students at the high school level that require additional inclusion supports in order to be successful as learners. In order to further support the closing of achievement gaps and expectation gaps for our students with disabilities, we have chosen to focus our SOA plan here.

**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)

At the secondary level, inclusion and co-teaching can be a much more challenging endeavor as special educators must have the content knowledge in order to meaningfully support teaching and learning at this high level. With high numbers of students at the high school that are eligible for IEP inclusion or

academic support through their IEP, we believe that an additional inclusion/co-teacher would benefit students.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Inclusion Teacher** | **41750** | **Classroom & Specialist Teachers** |

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

Using Panorama surveys and the student success platform, NPS staff is able to monitor student SEL reporting, attendance, behavior and academic progress. Looking at the whole child in this manner with up to the minute data, designing and monitoring student specific interventions, and sharing progress with other members of the team supports the needs of all students.

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|  | **FY21 budget item** | **Amount (enter number, do not use the**  **$ character)** | **Foundation Category** |
| **1** | **Panorama Surveys & Student Success Platform** | **30250** | **Instructional Materials, Equipment, and Technology** |

**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
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework

**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.*

Using bi-annual parent/guardian surveys through Panorama, staff at both the building and district level can support families in all areas. Identifying barriers to access is a major component of these surveys, as well as engaging families through targeted outreach and supports.

**Certifications**

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

Panorama family/guardian surveys were used as well as parent forums through the SEPAC and building level site councils were used to inform this plan.

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

Date of Approval: January 7, 2021