Student Opportunity Act Plan

Orange

# 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
* White students

*The rationale for selecting these student subgroups.*

As noted in our strategic plan, the Orange Elementary Schools (OES) are 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 our district data, our students with disabilities are not experiencing the same level of MCAS outcomes as their peers. At the upper elementary level middle (grades 3-6) our students with disability are 10% above the State average in not meeting standards in English language arts (ELA) and our white students are 14% above the state failure rate in ELA also, based on 2019 MCAS results. Our mathematics results also show a disparity, with a 14% increase above the state average in not meeting standard, for students with a disability. 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**

Within the last few years, OES has begun to adopt strategies that focus on meeting the needs of our diverse student groups. Alongside several other improvement strategies detailed in our strategic plan, we intend to continue and deepen our work on two important initiatives already underway.

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

A review of our special education services three years ago found that our district could make further progress in serving our SWD in a least restrictive environment. We have implemented a program to support the general education teachers and special education teachers in delivering instruction in an inclusionary setting at the OES. We will ask our town to continue to support this program in the coming years. Our inclusion program will be available to all SWD at the elementary level, including students of color, English learners, and low-income students. The school is committed to ensuring vacancies for these positions remain filled with highly qualified educators.

In addition, the district has adopted core English language arts materials (Wonders 2020) and mathematics (Zearn) has received high ratings by EDReports and MA Curate for alignment to standards and that build skills and knowledge.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Elementary Inclusion teachers – one per grade level (K-6)** | **490000** | **Classroom & Specialist Teachers** |
| **2** | **Inclusion PD** | **4000** | **Professional Development** |
| **3** | **Aligned Curriculum in ELA & mathematics** | **38000** | **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 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)
* Custom District Metric 1: Student Engagement - measure by annual district survey
* Custom District Metric 2: Student referral data
* Custom District Metric 3: Amplify mClass -- DIBELS 8
* Custom District Metric 4: STAR reading
* Custom District Metric 5: STAR mathematics
* Custom District Metric 6: STAR early literacy

**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 OES 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, especially with our 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 ongoing outreach to families through SEPAC and Title I meetings, the school will reach out to families through its Family Engagement TILT (Teacher Instructional Leadership Team). The school will begin to implement school-wide strategies developed in conjunctions with the Family Engagement TILT and the community.

**Certifications**

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

The Orange Elementary Schools partnered with the local community, educators, ESP staff, and families to ensure broad and demographically representative participation. Additionally, individuals and groups spoke during public comment at our school committee meetings. A primary concern for families was the social emotional needs of our students in the district; a second was the lack of support for students who struggle academically.

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

Date of Approval: 08/28/2020