Student Opportunity Act Plan

Palmer

# 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
* Low income/economically disadvantaged students
* 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
* Asian students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students
* American Indian or Alaskan Native students
* Native Hawaiian or Pacific Islander students
* White students

*The rationale for selecting these student subgroups.*

As noted in the 2019-2022 district improvement plan, Palmer Public Schools will develop life-long learners by engaging in a rigorous curriculum which creates opportunities for academic and social/emotional growth of all students. Based on our findings through a district data dive we need to provide strategic focused support to students with high needs (54.4%), economically disadvantaged students (46.1%), and students with disabilities (19.7%) subgroupings. Our district has implemented tiered focused interventions at grade levels K-5 and is working to implement foundational level classroom support for both literacy and math in grades 6-8. Through our testing and intervention strategies we intentionally focus on individual student subgroup needs and direct academic intervention to address gaps. Further attention has been targeted to support the increased English Language Learner population, which has increased significantly in the last two years with the addition of positions and curricula for this subgroup.

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

After reflecting on the results of the 2017 PPS District Coordinated Program Review (CPR) findings, the Palmer Public School District completed a thorough needs assessment to identify areas of improvement in literacy and math across all subgroups. The district has purchased and implemented a research-based early literacy program for the elementary school including early elementary grades. (Wonders Literary McGraw Hill). In addition, the district explored and has begun implementation on a research-based math program (Eureka Math). This implementation began through a voluntary pilot of the curriculum in grades K-5 during the 2018-2019 school year and has been fully implemented during the 2019-20 school year. Teachers will continue to deepen their understanding of this new curriculum over the next three years and the district hopes to continue offering increased common planning time for teachers in data analysis, professional development on tiered instruction and development of individual learning needs. In addition, Palmer Public Schools developed a professional development structure for all of our paraprofessionals to participate in throughout the year such as Wonders and Eureka training, diverse learning, working with students in poverty, PBIS, differentiated instruction, and social emotional learning.

The Student Services Director identified only 25% of the students with disabilities were included in receiving classroom instruction and support in the classroom setting, through a service delivery data analysis. Presently we have moved to a co- teaching model of instruction and approximately 60% of our students are now fully supported in our inclusion classrooms. The district hopes to continue to train staff on co-teaching and enhance this model of instruction to better support our students with disabilities.

It was identified that the Palmer Public School District lacked a process for developing intervention and did not have a tiered system of support. Throughout the 2018-present school years, we have implemented, at the elementary level, a tiered system of support (WINN- What I Need Now) available to all of the learners with a heavy emphasis on early literacy. The district has started to implement the DIBELS norm referenced test in addition to the STAR assessment that was previously used. These assessments allow the intervention team along with academic teachers to monitor the progress of every student and create intervention plans every 6-8 weeks. At our middle and high school level we continue to enhance a READ180 and MATH 180 program to close academic gaps for students. These programs are supported through co-teaching, inclusive classrooms and support both Special Education and Regular Education students. In

the coming two years the district hopes to improve its intervention and tiered instruction in grades 6-8. Students in both district schools, that are identified as not making sufficient progress are referred to a Teacher Assistance Team (TAT) and targeted classroom interventions for both academic and social structures are developed to meet the needs of the child.

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

* FY21 Budget Item Amount Foundation Category
* Inclusion Teachers (7) $533,139 Classroom & Specialist Teacher, Employee Benefits/Fixed Charges Inclusion PD $2,000 Professional Development
* Evidence-based program identified by DESE Inclusion/Co-Teaching for students with disabilities SOA program categories: D (hiring school personnel) and E (PD)
* Curriculum Consumables $8,000 Instructional Materials
* In-house Intervention PD $2,000 Professional Development
* Evidence-based program identified by DESE Research-based early literacy programs in early elementary grades SOA program categories: F (purchase of curriculum materials) and E (PD)

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Inclusion Teachers** | **533139** | **Classroom & Specialist Teachers** |
| **2** | **Inclusion PD** | **2000** | **Professional Development** |
| **3** | **Curriculum Consumables** | **8000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **In-house Intervention PD** | **2000** | **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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* High School Completion: Four-year cohort graduation rate
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* Custom District Metric 1: DIBELS
* Custom District Metric 2: Math Benchmarks/Screeners
* Custom District Metric 3: STAR Assessments
* Custom District Metric 4: Read 180 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.*

Palmer Public Schools believes the collaboration between the school district and the community is essential for the growth of all students but also imperative for the achievement of our high need learners. Both schools are in the process of developing student learning and family engagement nights to focus around technology and STEAM. We have recently worked with several community members to develop a PTO for our middle and high school students. The Superintendent will continue monthly meetings with the district's Superintendent Parent Advisory Committee. Given the districts focus on student subgroup the SPAC has a goal of enhancing family engagement, particularly with low economic and high needs families. The group is planning to host a district wide Block Party, free to all families, and with outreach opportunities to ensure attendance. We will measure the engagement of families who attend these events through a follow up survey and track the number of and demographics of families reached through home visiting each year. The district will assess and prioritize engagement with all of our families through increasing racial awareness.

**Certifications**

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

Palmer Public Schools partnered with local parent advisory boards to discuss the impact of the Student Opportunity Act to our district and the current priorities of the districts' budget. In addition, this plan was largely based off our ongoing vision and priorities set forth in the District Improvement Plan. The district has engaged faculty and staff as well as parents in the development of the District Improvement Plan. A primary concern was need for support for students who are behind academically and who need additional supports with social emotional learning. A second concern is family engagement and engaging families who may not otherwise participate in the school community.

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

Date of Approval: 03/19/2020