Student Opportunity Act Plan

Pelham

# 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**

*The rationale for selecting these student subgroups.*

Students with disabilities are not achieving at the same level as their peers. The most recent MCAS data shows that in ELA, grades 3-6, the mean scaled score was 507.1 for all students and 488.2 for students with special needs. In Math, grades 3-6, the mean scaled score was 508.6 for all students and 497.8 for students with special needs.

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

Pelham School has a successful model of co-teaching and inclusion. For a small school of 123 K-6 students, it employs three special education teachers since there are 29 students with special needs in this population. These talented teachers function in a wide variety of ways, not atypical for small, rural schools but unusual for larger schools. The three teachers work with both special education students as well as provide "intervention" to students without identified special needs. These hybrid roles allow for the special education staff members to play a larger role in the school, which benefits all students and, we believe, can serve as a model for other small schools around the state.

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

The district is adding Board Certified Behavior Analyst (BCBA) time for FY21 to support student's diverse needs at a higher level than it has been able to in the past. Evidence is strong that this model of support around the social-emotional and behavioral needs of students positively impacts students' achievement.

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|  | **FY21 budget item** | **Amount: enter number, do not use the****$ character** | **Foundation Category** |
| **1** | **Special Education Staff (3.0 FTE continuing)** | **215,640** | **Classroom & Specialist Teachers** |
| **2** | **Board Certified Behavior Analyst Consulting Staff (0.1 FTE new)** | **6,000** | **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 Achievement: English language arts (ELA) 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)

**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 district ensures that families have the opportunity to meaningfully engage with the district through a variety of means. Conferences are held annually in the early fall, and teachers connect with all families, whether in person or via phone conference. In addition, administration, school counselor, school nurse, and teaching staff make it part of their practice to conduct outreach to families on an ongoing basis either through face-face meetings, phone calls, email communications, or home-school communication logs. Administration confirms that all families receive the newsletter and school news either electronically or via hard copy. This provides an opportunity for parents to all have access to the current school events and to follow up with the school on information shared, as well. Report cards come with a comment form that parents can use to share concerns, which are then followed up on by staff. Special education/intervention staff connect regularly with parents to share concerns as well as to provide progress updates. Through the IEP team process, pre-meeting outreach, inclusion in team meetings, and follow up after the meeting, parents of students with more significant needs are invited and encouraged to articulate their concerns and engage with staff. Families of students with special needs are invited to be critical stakeholders in determining how the school can best meet the needs of their child. Finally, the district partners with the SEPAC to increase family engagement for this specific population of families.

**Certifications**

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

The district emailed a draft of the plan to gather feedback from all families and staff. The plan was also reviewed at a SEPAC meeting on March 6, 2020. Additionally, the plan is in accordance with a District/School Improvement Plan, adopted less than a year ago, that was developed by a team of families, staff members, and the principal of the school. This team used the DESE model process, Planning for Success, with a facilitator (Dr. Kristan Rodriguez) who was trained by DESE.

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

Date of Approval: 03/24/2020