Student Opportunity Act Plan

Pembroke

# 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)

*The rationale for selecting these student subgroups.*

As noted in our School Improvement Plans, Pembroke Public Schools is committed to ensuring that all students achieve success in school and after graduation. However, we recognized that not all student groups had experienced the same level of success to date. Based on a review of our district data, our High Needs Students and specifically our Students with Disabilities are not experiencing the same level of MCAS outcomes as their peers.

Additionally, due to the COVID pandemic, we anticipate summer programs to support skill development and accelerate advanced learners. This will entail an expansion of our traditional Extended School Year Program and an expansion of our targeted interventions for grade nine students before their MCAS exams in English and Mathematics.

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

Within the last few years, PPS has begun to adopt strategies that focus on meeting the needs of our High Needs Students and specifically our Students with Disabilities. 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)

Following the identification of our middle school as a Turnaround School in 2018, PPS made a commitment to training both special education and general education teachers in the pedagogy associated with co-teaching. In addition, we extended all professional development training offered to general education teachers in ELA and mathematics to special educators. We have invested in PD at both our high school and middle school to support the development of educators in delivering instruction in a co-teaching setting. We will ask our town to support the expansion of this program in the coming years to our three elementary schools. The expansion to the elementary level would require additional professional development for our elementary teachers including program model training, coaching and collaboration time.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Co-Teaching PD** | **15000.00** | **Professional Development** |

## Focus Area 2: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

Extended School Year services are provided to special education students that have shown significant regression during breaks in instruction (vacation, summer). Services are provided during a five-week program and are tailored to students' individual needs, typically in the areas of ELA, Mathematics, and classroom functioning/executive functioning/behavior. Students receive services to reduce the regression during the summer break, and hours of service match the level of need. Some students receive a tutorial model while other students attend a 5 hour day program. Due to the pandemic's effects, including the district being in a hybrid learning model and the social/emotional effect the pandemic has had on students, students' achievement gaps and the ability to meet special education goals have been affected. Therefore, the district will be expanding its Extended School Year Program, including expansion to its duration, amount of individual services, and increase in participation for eligible students.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Extended School Year Program** | **80,000.00** | **Classroom & Specialist Teachers** |

## Focus Area 3: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

Targeted Skill Development: PPS annually offers identified students in grade nine the opportunity to attend a three-week program focused on skill development in English and or mathematics. We anticipate the number of students in 2021 who will be identified by test scores and course performance to increase dramatically. We also would like to extend this program to include early elementary students, upper elementary students, students entering grade nine, and students preparing for advanced placement course work.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Teacher Salaries** | **30,000.00** | **Classroom & Specialist Teachers** |
| **2** | **Instructional Supplies** | **10,000.00** | **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 Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* 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.*

PPS recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups & targeted student supports, we must find ways to engage our families of students with disabilities, students from low-income backgrounds, and students wishing to accelerate their learning.

In addition to monthly PTO meetings, monthly School Council meetings, we are also committing to increased dialogue with our parent, the PPS SEPAC organization. This group has re-formed after a few years hiatus, and our Student Services Director has been an active supporter of the group's goals. The district will also explore the pilot of an English Learner Parent Advisory Council for our English language learners' families.

PPS has embraced an "open enrollment" policy in Advanced Placement classes for students for more than 10 years. However, specific skill development may be necessary to prepare students for the 2021-2022 AP coursework. Providing additional parent information sessions for students considering advanced placement courses will be a priority in our spring planning for course selection.

**Certifications**

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

In addition to developing a lengthy turnaround plan in 2018 at our middle school which included teachers, families, and students, PPS has included teachers, parents, students, and school committee in reviewing our plans to focus on High Needs Students, Students with Disabilities, ELs, and students who wish to accelerate their learning.

PPS has provided virtual parent forums (Q&As) throughout the 2020-2021 year to solicit input from families on their child's experience and progress. PPS also has consistent communication with the Pembroke SEPAC. A primary concern of

families is related to MCAS progress for our students with disabilities and achievement gaps in general for all students.

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

Date of Approval: Pending