Student Opportunity Act Plan

Pentucket

# 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
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

Our district wide focus has been on improving systems, structures and instruction that build on inclusive practices to meet needs of all learners. Specifically, our focus has been on creating stronger outcomes with literacy skills for students with disabilities and students from low-income households. These gaps persist into Middle School and High School. We need to improve inclusive practices with curriculum and instruction that is designed to provide access for all students. The last three years of MCAS data shows persistent gaps in the performance of students with disabilities and low-income students in ELA and Math.

We also see performance gaps for students in our early grades (K-3) that are not measured on MCAS but rather through district literacy assessments such as DIBELS. Evidence of early phonological skill deficits are apparent and exceed typical percentages therefore they can be attributed to lack of effective curriculum, instruction and intervention. Research tells us that focusing on this gap would likely prevent many of the gaps we see on MCAS in later years for students with disabilities and students from low-income households.

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

The district reviewed the suggested options that were provided and reviewed our current strategic plan. Several of the options aligned with work the district was either considering or had planned to undertake in order to improve the achievement levels and learning opportunities of our Special Education subgroup and our Low-Income subgroup. Focusing on these efforts through the SOA plan provided the district the opportunity to enhance the steps and process while more clearly articulating and leveraging the impact each would have.

Pentucket Regional School District will focus on the following Evidence Based Programs:

* Research-based early literacy programs in pre-kindergarten and early elementary grades.
* Supporting educators to implement high-quality, aligned curriculum
* Leadership pipeline development programs for our schools
* Early College Program

## Focus Area 1: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

The district will expand and deepen its focus on Research-based early literacy programs in pre-kindergarten and early elementary grades. The district will complete a Literacy Plan for PK-Gr. 6 that will be based on the science of reading and evidence-based practices through a Tiered System for Literacy. This plan will outline next steps for Professional Development and adoption of a Core Literacy program that is grounded in evidence-based practices. Initial investment in tiered assessment and screening materials (DIBELS 8th Edition) will support the data-based decisions.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **DIBELS 8th Edition** | **22,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **DIBELS 8th****Training** | **4000** | **Professional Development** |
| **3** | **Literacy Planning PD** | **4800** | **Professional Development** |

## Focus Area 2: Supporting educators to implement high-quality, aligned curriculum (E and F)

The district will also implement a PK-Gr 12 system for teaching writing across all content areas by supporting educators to implement high-quality, aligned curriculum and providing professional development on effective practices within each content area as it relates to writing. We will contract with a professional development provider to facilitate the development of our Early Literacy Plan and Writing Curriculum. We will designate professional development time (early release time and full days) next year to grades 7-12 to begin this process for writing. We will also designate professional development time (early release time and full days) to the PK-gr. 6 staff for training on tiered assessment practices and instruction related to the science of reading.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **PD Provider - Writing in Content areas** | **22000** | **Professional Development** |

## Focus Area 3: Leadership pipeline development programs for schools (D and/or E)

The district will enter into a partnership with two area school districts and Salem State University to start a locally hosted Cohort for the CAGS in Educational Leadership. This will establish a Leadership pipeline development programs for our schools and expand the capacity of teacher leaders, curriculum leadership and building leadership. We will commit additional graduate course reimbursement funding, above and beyond the already agreed upon annual amount, towards this program and future programs that we sponsor based on a strategic district need.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Tuition reimbursement/offset** | **5000** | **Professional Development** |

## Focus Area 4: Early College programs focused primarily on students under-represented in higher education (I)

The district plans to enter into an agreement with Northern Essex Community College for their Early College Program offering the experience to incoming Juniors and seniors in the 20-21 school year. This will be the first program like this for the Pentucket Schools. While available to all students, we will specifically provide targeted outreach to students from economically disadvantaged households and special education students, which is consistent with the state's focus on students who are under-represented in higher education and directly addressing the two subgroups of students in Pentucket with an identified performance gap. Currently, Pentucket students can gain college credit but only through AP classes/exams and through a limited number of options with classes taught on our campus through a partnership with Merrimack College. This would greatly enhance the opportunity for students to gain college credits in a variety of ways.

Our outreach will be built into 10th Grade Transition IEP meetings. We will also establish an Information Night and create targeted invitations for low-income families through the guidance dept. in conjunction the annual course selection process which begins in March.

Funding will be made available to support access to the Early College program for families who demonstrate hardship. The school's outreach plan will include the following steps:

* Include Early College as a part of IEP transition plan development when appropriate.
* Guidance, Admin, Special Ed Coordinator and Transition Coach will review list of students who represent Low Income or Special Education to identify candidates for individual follow up and encouragement to explore the Early College program.
* Guidance staff will include Early College planning conversations for appropriate Low Income or Special Education students during individual meetings with students to review their course selections for the next year.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Early College Program with NECC** | **7000** | **Other Teaching Services** |

**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)
* Custom District Metric 1: Percent of students in K-6 on or exceeding grade level benchmarks for key literacy indicators on the DIBELS 8th benchmark assessment
* Custom District Metric 2: Percent of students from low-income families and students with disabilities earning college credits through one of the options available (Early College Program, AP, Locally hosted)

**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.*

Pentucket will make several changes in our family engagement practices. First and foremost, there will be purposeful outreach at the secondary level to ensure families representing low-income households and special education students, are informed and involved in planning the challenging opportunities for their child. Information sessions about the Early College program will also be promoted to the Middle School families so they can learn about future possibilities.

The school's outreach plan will include the following steps:

1. Include Early College as a part of IEP transition plan development when appropriate.
2. Guidance, Admin, Special Ed Coordinator and Transition Coach will review list of students who represent Low Income or Special Education to identify candidates for individual follow up and encouragement to explore the Early College program.
3. Guidance staff will include Early College planning conversations for appropriate Low Income or Special Education students during individual meetings with students to review their course selections for the next year.

Our elementary schools will utilize their monthly PTO meetings and district SEPAC meetings to have "Guest Speaker" topics that focus on curriculum and learning items that the district is implementing to improve the literacy outcomes for all students. A specific focus will be paid to the early literacy work to develop stronger partnerships with families on engaging children with reading and writing.

**Certifications**

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

The School Committee included the SOA Plan on the agenda for the Budget Hearing on February 25, 2020 for public input. Each school shared the draft SOA Plan with their School Site Councils and/or PTOs for feedback.

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

Date of Approval: 03/03/2020