Student Opportunity Act Plan

Petersham

# 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.*

As noted in our strategic plan, the Petersham Center School (PCS) is 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 16% above their school peers average in not meeting standards in English language arts (ELA) and are 12% above their school peers average in not meeting standards in mathematics; based on 2019 MCAS results. We are committing to intensive work to close achievement and opportunity gaps for this student subgroup 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, PCS 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 one important initiative 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 department in delivering instruction in an inclusionary setting at PCS whenever possible using a push-in model of service delivery. We will ask our town to continue to support this program in the coming years. Our push-in model will be available to all SWD 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.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Elementary Inclusion teacher** | **70000** | **Classroom & Specialist Teachers** |
| **2** | **Elementary Special Education ESP** | **30000** | **Other Teaching Services** |
| **3** | **Inclusion PD** | **2000** | **Professional Development** |
| **4** | **Aligned Curriculum in ELA & mathematics** | **75000** | **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: STAR mathematics
* Custom District Metric 4: STAR reading
* Custom District Metric 5: 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 PCS recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on SWD subgroup, it is particularly important that we find ways to effectively engage these families. 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 meetings and parent/teacher conferences, the school will utilize various modes of social media to reach out to parents and offer virtual PTO and other meetings as appropriate.

**Certifications**

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

The PCS 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 lack of support for students who struggle academically and a second concern was the social emotional needs of our students in the district.

*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