Student Opportunity Act Plan

Plymouth

# 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
* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

We recognize that not all student groups have experienced the same level of success in these areas to date. Based on a review of our district data, our students with disabilities, economically disadvantaged and English Learners subgroups are not demonstrating the same levels of achievement as their peers. More specifically, there is a considerable gap in student MCAS proficiency, graduation and suspension rates, and advanced coursework completion. We are committed to intensive work to close achievement and opportunity gaps for these student subgroups. We recognize that this important work will include the efforts of district staff as well as our students, families and community.

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

## Focus Area 1: Increased personnel and services to support holistic student needs (C and/or D)

Plymouth Public Schools has been focused on adopting strategies to meet 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 three important initiatives already underway:

1. Inclusion for students with disabilities (SWD). An independent review of our special education services two years ago found that our district could make further progress in serving our SWD in a least restrictive environment. During the last six years we have engaged staff in training at all levels on co-teaching and inclusive practices. In addition, we transitioned self-contained teachers into inclusion classrooms in order to expand co-teaching. This has allowed us to provide a more dedicated special education presence by grade level. Plymouth Public Schools needs to continue to deepen our work regarding universal design, inclusive practice and promoting inclusive mind sets and belief systems for staff, students and families.
2. Services for English Learners (ELs). Since 2018 we have seen a 105% increase in English Learners (ELs) requiring services. We will ask our town to support the expansion of this program in the coming years to include hiring additional 2.0 ESL staff through a targeted, tiered approach at the schools and levels requiring the most assistance. In addition, we will expand our Elementary Extended School Year Program to include programming for ELs through the hiring of ESL staff.
3. Community Partnerships for Behavioral Health Wraparound Services. The district believes that a multifaceted approach is necessary, including improving internal systems of service (RTI, MTSS, PBIS) as well as increasing direct student and family access to behavioral and mental health care. Our first goal is to increase access to mental health care for underserved school- aged children in Plymouth through evidence-based treatments in schools, including two key objectives: (1) Place full-time mental health clinicians in schools, to overcome common access barriers and (2) Provide research-guided treatment that yields improved outcomes with shorter treatment length. Our second goal is to improve mental health care outcomes for the children in Plymouth schools through implementation of treatment protocols that have proven outcomes. Our third goal is to develop the capacity to sustain this approach throughout the district over the long-term. Key partnerships with local community mental health agencies have helped us to achieve these goals, in part, by providing expanded school-based mental health services throughout the district.

We have put numerous other programs in place over the past few years to address academic needs and increase student access and opportunities. It is our intent to continue to expand and deepen the following:

* Train new Consulting Teachers of Literacy in Reading Recovery and support trained teachers with ongoing professional development in order to provide short-term intervention to first-grade students demonstrating difficulty with early reading and writing and mitigate the need for ongoing support services
* Expand Units of Study phonics program to Grade 2 (currently in place in Kindergarten and Grade 1) to provide a strong foundation for early reading
* Maintain literacy and math coaches to provide targeted support to classroom and special education teachers focused on accelerating the progress of students and closing proficiency gaps
* Promote the Inclusion model and least restrictive environment at all levels through targeted professional development and time for co-teachers to plan and assess
* Continue third year of math workshop training across all elementary schools in consultation with Math Solutions
* Expand use of STAR Math to allow for data-based decision making in the math program
* Continue roll-out of Panorama Student Success software program for all grade levels as a universal progress monitoring and intervention planning platform
* Provide targeted professional development to all staff in the areas of Universal Design for Learning, Inclusionary Practices, and Social-Emotional Learning

In addition, we plan to adopt the following:

* The district has recently finished a three-year study to redesign our middle school schedule. The new schedule will better support students with disabilities and will include fewer transitions and more time on learning. It will also include revised curriculum and course offerings, including a "Math Essentials" course for students needing targeted remediation. Teachers will need professional development opportunities to prepare them for the transition to the new schedule.
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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Math Solutions Consultant** | **30,000** | **Professional Development** |
| **2** | **Panorama Student Success** | **47,400** | **Other** |
| **3** | **Reading Recovery Training** | **25,000** | **Professional Development** |
| **4** | **ESL Teacher** | **56,522** | **Classroom & Specialist Teachers** |
| **5** | **District-wide Target PD** | **30,000** | **Professional Development** |

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## Focus Area 3: Supporting educators to implement high-quality, aligned curriculum (E and F)

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Focus Area 4: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

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## Focus Area 5: Labor-management partnerships to improve student performance (E)

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**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)
* High School Completion: Four-year cohort graduation rate
* High School Completion: Extended engagement rate (5-year cohort grad rate plus percentage of students who are still enrolled)
* 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: Student Engagement (as measured by student survey)
* Custom District Metric 2: Family Engagement (as measured by family survey)
* Custom District Metric 3: Professional Development Survey

**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.*

As stated in our Strategic Plan, Plymouth Public Schools believes that it is critical to increase family and community engagement by strengthening family participation in schools and enhancing communication between school, home, and the community-at-large. This is especially true with families of our high need students, students from low-income backgrounds, EL students and students with disabilities. We are exploring the creation of a Family Resource Center that would provide educational resources, training, consultation and outreach to all families, with a targeted focus on our English Language Learners and low-income families. In addition, an educator evaluation committee has been formed to update our existing practices around family engagement to ensure we are using a variety of culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and school community. Finally, through the assistance of the Comprehensive School Health Grant, we have hired staff (two social workers and a nurse) to provide targeted outreach to high-needs families.

**Certifications**

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

Plymouth Public Schools has partnered with key local school and community organizations to lead our community engagement efforts and ensure broad and demographically representative participation. We engaged the following groups: special education parent advisory council, EL parent advisory council, the local teachers' union, the district diversity

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

Date of Approval: 03/16/2020