Student Opportunity Act Plan

Quincy

# 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.*

* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

Quincy Public Schools has been fully funding Special Education and English Language Learners needs through the QPS budget and various grants and has been trying to address the needs of low-income students through the QPS budget and primarily the Title I Grant. The SOA funds give us an opportunity to expand services to these particular subgroups.

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

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

The Quincy Public Schools will be using $2,968,383 of SOA funding for ongoing expenses related to English learners, one of the targeted student support groups. 37.5 Inclusion/co-teaching professional staff for English learners (D and E) continue to be funded. In addition to the 37.5 positions, an additional 1.0 EL teacher will be added at the high school level at a cost of

$52,521. These 38.5 positions will affect all 1,531 English learner students. We will be using MCAS data to measure our progress and outcomes. This district-wide program is expected to expand over the next three years as the need for these students also expands.

## Focus Area 2: Increased personnel and services to support holistic student needs (C and/or D)

The Quincy Public Schools will be adding 4.5 new positions to the FY21 budget to address some of the needs of Quincy's 5,115 low-income students. While QPS has been supporting the needs of these students on a district-wide level through our regular budget and Title I funds, the addition of SOA funding will allow us to add 2.0 literacy teachers at two of our title I schools, a 1.0 guidance counselor at Quincy High School to address the social and emotional issues of our low-income students and 1.5 academic classroom teachers to maintain low class size at our Title I schools. It is estimated that more than QPS intends to maintain these increases in future years

It is estimate that these additions will affect over 300 students and will be maintained in future budgets. We will be using MCAS data to measure our progress and outcomes.

Focus Area 3: Facilities improvements to create healthy and safe school environments (J

The City of Quincy has purchased a building that is being converted into a state-of-the-art special educational center. This building is being redesigned to educate up to 250 autistic students. In future years, these funds will be available for new professional and para-professional staff that will be needed to provide for the education of the Learning Center students.

**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)
* 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)
* High School Completion: Annual dropout rate
* 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).

**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.*

Quincy Public Schools actively engaged various parent and student groups when working on the SOA plan. Meetings were held with the Quincy Citywide PTO, Quincy Parent Advisory Council (QPAC) to Special Education, The Parent Forum, ELL parent groups and Title I schools. These groups meet regularly, and members of the Superintendent's Leadership Team often attend meetings. We will continue to monitor the results of student achievement with these groups and have regular contact with all parties. In addition, QPS has an open-door policy for parents to contact staff and administrators to ensure that there is meaningful engagement.

**Certifications**

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

Meetings were held with the Quincy Citywide PTO, Quincy Parent Advisory Council (QPAC) to Special Education, The Parent Forum, ELL parent groups and Title I schools. When in person meetings became impossible due to Covid 19, several Zoom meetings were held to get input and feedback as we designed our plan

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

Date of Approval: 06/10/2020