Student Opportunity Act Plan

Ralph C. Mahar

# 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
* White students

*The rationale for selecting these student subgroups.*

As noted in our strategic plan, Ralph C. Mahar (RCM) 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 and graduation rates as their peers. At the middle school level (grades 7 & 8) our students with disability are 10% above the State in not meeting standards in English language arts (ELA) and our white students are 9% above the state failure in ELA also, based on 2019 MCAS results. While our mathematics results are in need of support for all students and subgroups, they are more aligned to the State average; however, our high school growth percentile is very low and as such is an area of need for our district/school.

We are committing to intensive work to close achievement and opportunity gaps for these student subgroups 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**

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***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 content specific educators and special education educators in delivering instruction in an inclusionary setting at the Ralph C. Mahar Regional School. We will ask our towns to continue to support this program in the coming years. Our inclusion program will be available to all SWD at the middle school level, 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** | **Middle School Inclusion teachers (3)** | **210000** | **Classroom & Specialist Teachers** |
| **2** | **Inclusion PD** | **4000** | **Professional Development** |
| **3** | **Aligned Curriculum in ELA & mathematics** | **2000** | **Instructional Materials, Equipment, and Technology** |

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

Our workforce currently mirrors our student population; in order to increase the success of our students, the Ralph C. Mahar Regional School will provide educators with professional development in social emotional learning to further support an inclusive environment and promote high achievement and engagement for all our students.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Social Emotional Learning PD** | **4000** | **Professional Development** |
| **2** | **Continuation of 2 adjustment counselors** | **140000** | **Guidance and Psychological** |

**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 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

**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.*

Ralph C. Mahar recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of students, especially with our students with disabilities.

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 and Title I meetings, the school will reach out to families through its advisory program. The school will begin to implement scheduled parent conferences and virtual parent meetings for those families who are unable to attend in person conferences.

**Certifications**

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

Ralph C. Mahar Regional School 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 social emotional needs of our students in the district; a second was the lack of support for students who struggle academically.

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

Date of Approval: 06/09/2020