Student Opportunity Act Plan

Randolph

# 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
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students
* Low performing students English learners and former English learners

*The rationale for selecting these student subgroups.*

Randolph is a very diverse community with our schools having a majority of students having backgrounds that are not white or have a language background that is not English. In addition to our diverse background the majority of our students are considered to be on the low socio-economic range of the scale.

Because of the background of the students, the high needs and difficulties the families experience because of their socio- economic status, we have pinpointed our efforts to hone in on the ability of our students to perform in reading, language and writing instruction. With the pandemic - we have also worked to ensure equity of access to education tools both in person and in remote fashion with an emphasis of increased in person time for struggling students and those with disabilities.

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

In evaluating our Special education programs, we evaluated the performance of several of our program and services for gaps and poor student performance. Based on this evaluation we decided to provide more supports for students behavioral needs, Improve the performance of students with disabilities, and added a program in district to help our post graduate special needs students be ready to enter our community after done with school (our contracted out of district program was not helping our students be ready).

## Focus Area 1: Another evidence-based program proposed by the district.

## Social services to support students' social-emotional and physical health (C)

## Hiring school personnel that best support improved student performance (D)

## Increased or improved professional development (E)

## Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F)

## Developing additional pathways to strengthen college and career readiness

To address the social/emotional and behavioral needs of the students we added a district wide BCBA teacher for support. Added teachers and paraprofessional staff to provide support to our most needy students and to improve their performance in classrooms for self-contained programs and inclusion programs.

We are adding a program (staff) in district to help our post graduate special needs students be ready to enter our community after done with school (our contracted out of district program was not helping our students be ready).

In addition - we updated our materials for disability identification and student progress evaluation to guide future program improvement and PD focus for our staff. We also added materials for new programs.

As with all new programs we set aside funding for continuing staff development to ensure proper implementation.

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

In our diverse and economically challenged community access to technology is a must to allow our student to compete in gaining access to higher education and careers. We are aiming to expand our in school as well as our home to school technology connections and access as well as our equipment to allow students access to our instructional services tied to technology

## Focus Area 3: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

Not only are we aiming to adding reading teachers for support (but also a coach for the early Middle School grade 6) to improve student ELA performance that seems to be the larger need in the district. We also added a data specialist to track student progress and identify need trends.

To support the program, we did include additional PD funding and materials for instruction and testing.

Focus Area 4: Facilities improvements to create healthy and safe school environments (J)

The need for additional health and safety has created the need to help be more flexible in providing health support (floating nurse and contracted services for subs and keeping track of student health needs). Finally, we added an assistant director of facilities to help train staff in more intensive cleaning needs and secure materials for more cleaning and to track facilities/maintenance improvements needed for maintaining student health.

## Focus Area 5: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

In reviewing the learning needs of our students, we identified the need for more ELL services to improve ELL performance.

**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)
* 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).
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: covid rates

**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 SPED improvements are aimed at our most vulnerable and involved students in our schools. Program adjustments come in part from the requests from families for better programs in our schools that do not necessitate our sending students out of district to receive services. Similarly, the AIM program is designed to work with families to support students in need of alternative programing.

The diverse nature of our students also requires the additional help to have students acquire ELA skills quickly so that they can progress at a faster rate.

Technology improvements and health program supports are absolutely needed for the foreseeable future and were in need of support from grants and the school budget. Parents are very much involved in letting us know what needs their family have for technology and their input was crucial in developing our very successful and family supported hybrid teaching model.

Student performance in ELA (in particular reading and writing) have been identified as they are in most need of improvement from elementary into Middle school. To this end we have not only added staff (teachers, coaches and a data specialist) but also use staff development to help teachers engage families on how students can continue their learning at home.

**Certifications**

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

We did a community meeting in February 2020 to discuss what the district should do with the SOA funds: SPED needs, ELA needs, ELL needs.

Several times during the spring of 2020 and in the summer leading up to school start we had parent surveys and remote Zoom meetings with the community to get feedback on not just the concerns over school opening (remote VS hybrid), but also the family needs for technology, ELL and SPED students (SPED PAC also met more in depth with the administration to determine the SPED needs of the students. During these meetings we discussed with both parents and staff the health needs of the schools in terms of the nurses and their needs and the needs of the facilities departments.

In December 2020 we again had a community zoom meeting to discuss the progress we have made this year to address the needs of the schools and the use of our funding.

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

Date of Approval: 02/04/2021