Student Opportunity Act Plan

Saugus

# 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.*

* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

In keeping with the district's Strategic Plan, the Saugus Public Schools affirms that, "We believe all students can learn. We strive to inspire students to become innovative, collaborative, creative, and constructive citizens who embrace diversity, and have a sense of responsibility that challenges them to be leaders in a global society." 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 High Needs students (special education, economically disadvantaged, and EL students) are not experiencing the same level of MCAS outcomes and graduation rates. Our analysis has also shown that these students have higher than average absence and chronic absenteeism rates to their peers.

It should be noted that our middle and high schools have been targeted for assistance by the state. The underperforming white subgroup is the cited reason in both cases. While this subgroup will also benefit from our SOA, it will be more directly addressed by the Turnaround Plans at each school.

**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)

Increase personnel and services to support holistic student needs. Areas such as improving attendance rates and increased parent involvement are already goals for the district. Our internal data analysis has demonstrated that our High Needs Subgroup have above average rates for absenteeism and chronic absenteeism. The district recognizes that regular attendance is a key to a student's academic success. The district is focused on expanding the Home/School Liaison program moving forward. This program is founded on the use of Home/School Liaisons employed by the district. These Home/School Liaisons are licensed school adjustment counselors who actively engage with students and families in need. A top priority of the Home/School Liaison is engaging in outreach and support for students who are chronically absent (and/or in danger of becoming "chronically absent"). Students in the High Needs sub-group are a high priority for our Home/School Liaison.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Home/School Liaisons (5)** | **404,930** | **Guidance and Psychological** |

***Focus Area 2***: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Inclusion/co-teaching for students with disabilities and English learners. The analysis of our assessment data has indicated that our High Needs population is not meeting with the same level of success as their peers. The district has been working to strengthen our Inclusion/co-teaching programs to support all students. Last school year, a team consisting of district and school level staff took part in the DESE sponsored Inclusive Practice training. The district is planning to move forward with a train the trainer model to bring this into the district. Additionally, as the district is consolidating elementary schools from four into two (a PreK-1 Early Elementary and a 2-5 STEAM Academy), the district is working to strengthen the inclusive learning environments in all of our schools. Improving co-teaching, particularly at the secondary level, is an important piece of this work for improving outcomes for all students.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Stipends for Teacher-Led Inclusive Practice PD** | **12458** | **Professional Development** |
| **2** | **Co-Teaching PD** | **10000** | **Professional Development** |

**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
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

**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 Saugus Public Schools recognizes that family engagement is critical to ensuring the successful outcomes for all students. Given the focus of our SOA, it is particularly important that we work to ensure that our High Needs Subgroups (economically disadvantaged, special education, and EL) are actively engaged.

To achieve this end, we will take a multi-pronged approach to family engagement. The PTOs and School Council will be used to engage stakeholders. Moreover, the district Special Education Parent Advisory Council (SEPAC), English Learner Parent Advisory Council (ELPAC), and Title I family engagement team will play a key role in ensuring that our High Needs subgroup parents are actively engaged.

**Certifications**

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

The Saugus Public began with its Strategic Plan that was developed collaborative with the district's various stakeholders. The district consulted with building administrators around the SOA. Administrators spoke with School Councils regarding the SOA in the late winter of 2020.

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

Date of Approval: Pending