Student Opportunity Act Plan

Seekonk

# 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
* English learners and former English learners 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)

*The rationale for selecting these student subgroups.*

Seekonk Public Schools is dedicated to ensuring that all students receive an education that meets their individual needs while ensuring that they have the skills needed to be successful in college, careers, and as members of our community. While the average Seekonk student performs well on state-mandated assessments, our high needs subgroup (inclusive of economically disadvantaged, students with disabilities, English language learners, and former English language learners) do not perform at the same level. This is true for both achievement and growth.

Our district enrollment continues to grow and NESDEC projections indicate that growth will continue over the next ten years. The district is currently involved in a building expansion project to add eight (8) additional classrooms to one of our elementary schools which will require redistricting. This is being done by the district to reduce class sizes and to increase equity between the two elementary schools. As the district grows, we have seen an increase in the number of economically disadvantaged students, students with disabilities, and English language learners enrolled within our four schools. We are committed to meeting their needs through personalized learning opportunities, strengthening family engagement within these subgroups, and improving student attendance.

**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)

During the 2019-2020 school year, the district adopted its new Strategy for Continuous Improvement. A significant focus of our strategy is to enhance core Tier 1 instruction for all students. As mentioned above, the district is currently undergoing a building expansion project to elevate overcrowding at the elementary level. Currently, our elementary class sizes are as high as thirty (30) students per classroom. This district is temporarily leasing two (2) modular structures, each accommodating two classrooms.

As such, the district has proposed hiring addition elementary classroom teachers to support holistic student needs in the general education setting. Additional staff would reduce class size at the elementary level and would allow for increased opportunities for all students to succeed.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Classroom Teachers** | **62000** | **Classroom & Specialist Teachers** |

**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

**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.*

Seekonk Public Schools provides a variety of opportunities for parents to engage with the district regarding student needs. Each school has a Parent Teacher Organization and School Council inclusive of school administrators, teachers, staff, parents, and community representatives. Our Special Education Parent Advisory Council (SEPAC) receives informational trainings throughout the school year. They also provide valuable feedback to special education administration regarding programing and services. Parents are also frequently surveyed regarding various issues at the building and district levels including social and emotional learning, the district strategy for continuous improvement, and school-based strategies for continuous improvement.

This year we hope to strengthen our partnership with economically disadvantaged students, students with disabilities, and English language learners. The district is in the process of applying for a grant to support these stakeholders by providing school supplies to those in need and parent/guardian developing sessions to help our parents/guardians better support their children's education with trainings focused on homework support, social and emotional health, cybersafety, and other topics identified by stakeholders.

**Certifications**

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

As part of our district improvement efforts we spent the past two years developing and implementing our District's Strategy for Continuous Improvement. The process of developing the strategy was facilitated by the District Leadership Team and included feedback from School Committee Members, parents and guardians, teachers and support staff. Participants were asked to a Visioning into the Future exercise and helped complete a Strengths, Weakness, Opportunity, and Threat (SWOT) Analysis. Feedback was collected, analyzed,

and shared with district stakeholders. The results helped to develop our District Strategy for Continuous Improvement and our four School Based Strategies for Continuous Improvement.

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

Date of Approval: 04/13/2020