Student Opportunity Act Plan

Sharon

# 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
* 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

*The rationale for selecting these student subgroups.*

In our analysis of our district data we found that our scholars with disabilities, African-American, and high needs, are the subgroups that will require focused support in order to ensure that they achieve at high levels and are successfully prepared for life.

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

The goal of closing our achievement and opportunity gaps has been at the forefront of our district improvement plan for several years now. Further, PCG cited in their findings that students with disabilities "do not routinely participate in advanced level courses". Although we have had to rethink immediate priorities as a result of the current pandemic, we continue to stay focused on creating equity for all scholars. Although we do not have recent state standardized test data as a measure, we continue to use internal academic measures to determine academic growth of our scholars. We have also begun to focus even more on the overall social-emotional well-being of all of our scholars, as measured by self-reporting data through surveys, and anecdotal evidence from observations. We will refine our systems of support to ensure a healthy and successful learning environment while meeting the unique needs of our scholars.

***Focus Area 1:*** Increased personnel and services to support holistic student needs (C and/or D)

During the 19-20 school year, Sharon Public Schools engage the Public Consulting Group (PCG) to complete a district-wide program review. Their findings included the need for MTSS at levels identified and "the need for a district-wide approach to social-emotional learning including defined Tier 1,2, And 3 supports".

Currently, there is one school adjustment counselor assigned to each level (elementary, middle and high school). As there are three elementary schools, access to the school adjustment is disparate across school sites as the SAC is spread across 3 school sites. At the Middle and High School levels, we have 1 per building.

In projecting for the next three years, while the budget has not been proposed or approved, there is evidence that increased counseling support is needed. As part of the SOA the following recommendations are scheduled to be made:

* FY22: Hiring two additional FTE school adjustment counselors, thus ensuring equitable access to supports across elementary school sites (1 per building)
* FY23: Hiring one additional FTE school adjustment counselor to be shared across middle and high school to increase the capacity at both school sites (a total of 1.5 FTE at each middle school and high school).

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Adjustment Counselor** | **20000** | **Guidance and Psychological** |

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

Over the course of the next three years, we will be focusing on several of the DESE recommended evidence-based programs, including- supporting educators to implement high-quality, aligned curriculum. We commit to ensuring all scholars have access to grade-appropriate, standards aligned curriculum.

The district will continue and deepen the use of previously adopted research based instructional programs at the elementary level in language arts, math and science. We will continue to develop social studies curricular in line with the current MA frameworks. We will also continue to utilize a valid, reliable assessment to track scholars' progress and identify scholars at risk and in need of intervention.

At the secondary level we will continue to conduct curriculum reviews that allow us to make changes that reflect the current needs of the ever-changing population of scholars. We will continue to create common assessments that allow us to track scholar progress and assess the effectiveness of the current curriculum. As we re-align our curriculum to the frameworks we will be mindful of our resource purchases, professional development, and best practices around instructional strategies.

Some of the action steps we will take over the next three years include, but are not limited to:

* Adopt a research-based phonics program that includes explicit instruction in phonemic awareness and phonics. This program will be in addition to, and a compliment to our existing "Fundations" program.
* Partner with "Equity Opportunity Schools" (EOS), to create equitable pipelines of access to AP courses for our under- represented subgroups.
* Complete implementation of newest Social Studies frameworks.
* Utilize new mixed methods teacher professional development platform "Modern Teacher".
* Pilot and potentially purchase access to "Link-It", as a data warehouse and benchmark assessment tool. Pilot and adopt new online program resources for K-5 math program.
* Pilot and adopt early literacy assessment as a replacement for the traditional DRA given K-5. We will pilot BASS and Running Records.
* Creation and implementation of a strong district wide MTSS structure.
* Redefining our use of our Math and Literacy Specialists to serve more in a coaching role, in addition to their traditional role as interventionists.
* Revise the elementary standards-based report card.
* Revise school schedules to accommodate sufficient time for content area learning, supplemental interventions and ongoing collaborative professional learning and planning for teachers.
* Continued professional development from consultants on best practices in literacy and math, as well as from our prescribed programs in the use of each program.
* Create and/or purchase progress monitoring tools that will support our response to intervention structure. Use Title One funds to bring a research-based reading support program to the Middle School.
* Diversifying the educator/administrator workforce through recruitment and retention.
* Sustaining a strong new-teacher mentor program, by continuously re-evaluating the effectiveness and increasing resources.

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**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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* High School Completion: Four-year cohort graduation rate
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework
* Custom District Metric 1: Scholar Engagement as measured by District created surveys
* Custom District Metric 2: Percentage of scholars accessing advanced coursework
* Custom District Metric 3: Results of Vocal Survey
* Custom District Metric 4: STAR360 Data
* Custom District Metric 5: Running Records and other Common Assessments

**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.*

In collaboration with the Special Education Parents Advisory Council, the Sharon High School Parent Association we are focusing on providing parents with information and collaborative learning experiences focused on student anxiety. This collaboration is paramount in the identification and intervention for students with social emotional needs so that they can be successful in today's academic and social world. We have seen a dramatic increase in students' self-identification of emotional dysregulation and feelings of isolation and disengagement since the start of the current pandemic. While the need has always been there, it has intensified in the recent months.

**Certifications**

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

In effort to engage families, we conducted presentations at a number of School Committee meetings during the late winter of 2019/2020. In addition, we created a specific SOA email address to allow members of the public, both community and staff, to identify and share their concerns and suggestions for the SOA.

In addition to direct input on the SOA, we have also used data from a number of other sources such as Open Forums during School Committee Meetings, information gathering during Culture and Climate Advisory Committee, attended by Committee, teachers, and students, as well as School Committee listening sessions.

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

Date of Approval: 01/13/2021