Student Opportunity Act Plan

Southbridge

# 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
* 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.*

Examination of district-level MCAS average composite scale scores reveals tremendous systemic needs. In Non-high school ELA, all students score 479.1 with EL or Former EL students scoring as low as 472.8 and students with disabilities scoring at

463.4. While there are subgroup disparities the overall general lack of academic performance suggests the best initial use of district resources is to establish a strong tier one instructional program in English Language Art and Mathematics in grades Prek-12.

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

The district will continue to implement:

Positive Behavioral Interventions and Supports in partnership with the University of Connecticut; a research-based literacy program in partnership with Hill for Literacy;

a standards-based English Language Arts curriculum and instructional program in partnership with Instruction Partners for grades 6-12; and

standards-based mathematics curriculum and instructional program in partnership with Instruction Partners for grades 6-12. a district-wide staff development model to support and improve the design and delivery of special education programs.

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

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

## Increased or improved professional development (E)

## Any other program determined to be evidence-based by the Commissioner. I will describe below why none of the above programs would support closing achievement gaps among student subgroups in my district, and provide evidence supporting this other selected program (J)

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a district-wide staff development model to support and improve the design and delivery of special education programs.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **District PBIS Coach** | **75000** | **Classroom & Specialist Teachers** |
| **2** | **Contract Hill For Literacy** | **135000** | **Professional Development** |
| **3** | **Contract Instruction Parnters** | **265000** | **Professional Development** |
| **4** | **Special Education Technical Support** | **100000** | **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
* 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).
* Custom District Metric 1: Dibels
* Custom District Metric 2: iReady
* Custom District Metric 3: Georgia Climate Survey

**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.*

Strategy A: Welcome All Stakeholders. Schools create and ensure a welcoming culture and environment for all stakeholders, including families, children and youth, school staff, and community members. Stakeholders are valued and connected to each other in support of high academic expectations, achievement, and healthy development. See District Turnaround Plan for additional details.

Strategy B: Communicate Effectively. Families and school staff engage in regular, meaningful dialogue about learning, high academic expectations, achievement, and healthy development of students. Schools systematically share information and solicit input about school goals and initiatives with the broader community. See District Turnaround Plan for additional details. Strategy C: Support the Success of Children and Youth. Families, schools, and community organizations focus their collaboration on supporting student learning and healthy development in all settings (including home, school, and community) and provide regular, meaningful opportunities for children and youth to strengthen the knowledge and skills needed to be effective 21st century citizens. See District Turnaround Plan for additional details.

Strategy D: Advocate for Each Child and Youth. Families, schools, and community respect and value the uniqueness of each child and youth and are empowered to advocate for all students to ensure that they are treated equitably and have access to high-quality learning opportunities. See District Turnaround Plan for additional details.

Strategy E: Share Power and Responsibility. Families, educators, and community partners have access, voice and value in informing, influencing, and creating policies, practices, and programs affecting children, youth, and families. See District Turnaround Plan for additional details.

Strategy F: Partner with the Community. Families and school staff collaborate with community partners to connect students and families to expanded learning opportunities, access to health and nutrition resources, and community services in order to support achievement and civic participation. See District Turnaround Plan for additional details.

**Certifications**

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

In 2016 the first state appointed Receiver for the Southbridge Public Schools developed a district turnaround plan beginning with meeting with students, families, educators and community members, reviewing reports and analyzing the strengths and challenges of the district. The recommendations of the Local Stakeholder Group (LSG), which convened representatives from teachers, parents, town government and the community, as well as local health, workforce, early education, higher education and other stakeholders, were especially important to the development of the plan. In addition to this important community outreach, the current Receiver has established a community-based advisory board to offer important community perspectives regarding efforts to improve the school system. These important constituents remain involved in the ongoing district improvement work.

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

Date of Approval: 12/16/2020