Student Opportunity Act Plan

Spencer-East Brookfield

# 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)
* Research-based literacy programs in pre-kindergarten and early elementary grades (E, F, & G) will be implemented to address the lack of knowledge and skills in the early years for our young people here in the Spencer-East Brookfield Regional School District.

*The rationale for selecting these student subgroups.*

As noted in our District Improvement Plan, the Spencer-East Brookfield Regional School District is committed to ensuring all of our students achieve success in school and after graduation. 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, many of our parents and families are struggling and sending students to school in kindergarten without the necessary knowledge and skills they need to be successful in literacy, specifically in reading well.

We are committing to intensive work to close achievement and opportunity gaps for these students and recognize that this important work will take not just the efforts of district staff, but also our families and community.

Strategic Goal: Our overarching long-term goal is to implement FREE preschool for all students who wish to attend the Spencer-East Brookfield Regional School District – so that they begin kindergarten "ready to learn!"

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

Expand access to full day, high quality pre-kindergarten for 4 year olds, including potential collaboration with other local providers (SOA D, F, and G). Our goal is to provide high-quality preschool to students with/without disabilities.

## Focus Area 1: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

Currently, SEBRSD houses four classrooms with tuition -based preschool for students (ages 3-5) so they may provide developmentally appropriate learning opportunities for students with disabilities, who are second language learners or are designated as high needs.

We here in the SEBRSD are funding ourselves a fifth classroom for students with disabilities who are more complex and require more intensive programming and service delivery in the areas of autism, SEL, language acquisition and the like. We will have a highly qualified teacher in this classroom with appropriate special education licensure along with an ABA Technician to provide Discreet Trails and another paraprofessional to provide further 2:1 or 1:1 supports as needed.

SOA will provide us with their ability to hire a team chair (0.5) funded for the purposes of smooth transitions and high quality services and supports upon transmitting into our district from outside early childhood referral agencies within the surrounding communities within Southern Worcester County. Moreover, this team chairperson will provide high quality professional development on research-based professional development around inclusion and / co-teaching.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Team Chairperson** | **36650** | **Classroom & Specialist Teachers** |
| **2** | **Inclusion 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
* 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)
* Custom District Metric 1: English language arts (ELA) achievement, i.e. Dibels & NWEA MAP Testing)
* Custom District Metric 2: Mathematics achievement (Classroom data & MAP Testing).
* Custom District Metric 3: Parent engagement (measured by annual district-wide parent 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.*

* Implement a pre-school clinic-model consultation program designed around the developmental needs of preschoolers for young parents and families to increase dialogue between teachers and families to best meet the needs of students, accompanied by culturally responsive training for educators to effectively engage with families.
* Collaborating with community-based organizations working with historically underserved families to develop and implement a district-wide family engagement plan (see attached).
* Committing to a regular engagement schedule (e.g., PTO presidents from each school meet bi-monthly with district leadership).

**Certifications**

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

The Spencer-East Brookfield Regional School District worked as a leadership team earlier in the year with our School Committee and faculty, staff to lead our community engagement efforts and ensure broad and demographically representative participation. We engaged the following groups: focus group of parents/guardians including PTO presidents from each school, focus group of educators, focus group of local non-profits and businesses, special education parent advisory council, the local teachers’ union, and two other community organizations: FLEXcon, 15-40 Connection, and members of the Exchange Club of Spencer, MA. Additional individuals and groups spoke during public comment in our February and March school committee meetings. A primary concern for families was the lack of knowledge and skills in the area of literacy for many of our kindergarteners in our district; a second was the lack of support for students who are behind at the preschool level.

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

Date of Approval: 03/10/2020