Student Opportunity Act Plan

Sturbridge

# 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.*

* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

As part of our ongoing data review, and desire to close the achievement gap for all children, we believe that by highlighting the needs of special education and economically disadvantaged students, we can work to close any gap that exists. In the area of ELA growth, our growth for all students is 52.4 %. When we dig deeper, we note that the growth percentile is under 50% for students with disabilities (43.7 %) and for economically disadvantaged (49.0%) students. We are committing to work on our early literacy program and interventions, so that we can see increased growth for all student subgroups. Additionally, in order to support the increase in numbers and academic achievement of our ELL children, we will be reviewing ways to best support this goal.

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

We selected programs that we believe will help close the achievement gap for our students and support diverse learning needs.

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

In order to close this achievement gap, we will be continuing to focus on our Early Literacy program and support strategies. Our commitment has been, and will continue to be, on using a research-based core early literacy program (Reading Wonders) as well as supplemental evidence-based programs such as Wilson Reading Systems Fundations. Our budgets have supported these programs, and we will continue to do so. We will also continue to use an inclusion model for literacy instruction, with supplemental focused Tier II and Tier III interventions. We support ongoing professional development in these areas, and implement evidence-based practices, including providing professional development on targeted instructional strategies. Our ELL instructional support model also provides an opportunity for professional collaboration between and among educators and paraprofessionals.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Early Literacy Instructional Materials** | **36,475** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Professional Development-Content and Inclusion** | **5,000** | **Professional Development** |
| **3** | **Instructional and Integration Assistants (Spec Ed & EL)** | **40,000** | **Other Teaching Services** |

***Focus Area 2:*** Increased personnel and services to support holistic student needs (C and/or D)

Our continued commitment to educating and supporting the whole child is evidenced by increasing our focus on the SEL needs of children. Over the past year, we have expanded our staffing in this area. We look forward to the continued support that these critical faculty and staff members provide to our students.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
|  |  |  |  |
| **1** | **School Adjustment Counselor** | **62,333** | **Guidance and Psychological** |

**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 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: Reading Wonders Assessments
* Custom District Metric 2: Fundations Assessments
* Custom District Metric 3: Increased Student Attendance

**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 Sturbridge School District embraces opportunities for families to engage with the school. We have an active PTO and School Council, and have many opportunities for students and families to participate in school-sponsored activities. We work with families every day to help support individual student needs and to maintain an open system of communication.

**Certifications**

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

* The Superintendent and Special Education Director met with the SEPAC (Special Education Parent Advisory Council) President and Vice President to discuss strategies for closing the achievement gap and strategies to enhance parent communication.
* The School Committee provided an opportunity for public input and discussion at one of their monthly School Committee meetings.
* The Principal participated in a Leadership Team planning discussion, and the highlighted areas were discussed at the School Council.
* An open survey was posted to the District website, and constituents were asked to provide information for priority planning.

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

Date of Approval: 03/05/2020