Student Opportunity Act Plan

Sudbury

# 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)

*The rationale for selecting these student subgroups.*

High Needs students at the Loring Elementary School have demonstrated learning gaps as measured by MCAS and local assessments. Root causes for this disparity include access to early childhood education, English language proficiency, and access to at-home learning supports. The Loring School also has a higher percentage of economically disadvantaged students and higher number of transient students

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

Title I services at the Loring School are used to provide intensive general education supports in literacy and mathematics for students in grades K and 1. These supports have been highly effective as measured by a decrease in special education referrals, increase in benchmarking scores, and increase in the quality and quantity of home/school collaboration.

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

Sudbury plans to scale up this model by adding a licensed Student Support Specialist to focus on grades 2-5. Ideally this person will also serve students during our 2021 summer Skills Academy. Recruiting efforts for this position will include job fairs and networks for educators of color.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Student Support Specialist** | **80700** | **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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Custom District Metric 1: District Benchmarking in ELA, Mathematics & SEL
* Custom District Metric 2: IST/IEP Referrals
* Custom District Metric 3: Attendance & Discipline Data

**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.*

Sudbury will expand upon engagement strategies that have, through the Title I program, been found to be effective, including family education PD focused on supporting students and sharing instruction strategies, home materials, devices, and subscriptions, and frequent home/school communication. In addition, the Student Support Specialist will partner with the communities Transportation Pilot to improved access to transportation once in-person meetings and enrichment activities are possible. Sudbury is also looking to partner with identified housing developments to provide on-site access to materials and drop in homework and summer support.

**Certifications**

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

Sudbury has sought to create such a position for several budget cycles. Input from the community has been gathered through site-based needs assessments, family surveys, and the budget hearing process. Specific school-focused communication about the proposed SOA initiative will take place at PTO and School Improvement Council meetings and be included in the School Improvement Plan

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

Date of Approval: 01/11/2021