Student Opportunity Act Plan

Tantasqua

# 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)
* Students with SEL needs

*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 our High Needs subgroup in ELA, we can work to close any gap that exists. In the area of ELA, our 2019 MCAS growth for all students in grade 7 was 36.1% with our high needs subgroup growth at 35.5%. While these numbers do not indicate a very large discrepancy, they do still indicate that our sub group growth in Grade 7 is lower than the All Students category. By focusing our attention on Reading support, as well as inclusion services, we hope to raise the achievement and growth of all students in ELA. At the High School, our focus will also be on ELA growth for our High Needs subgroup. We will also focus on transition services and interventions as well as supporting the SEL needs of our High School aged children. By addressing these needs, we believe we will see increased growth and engagement for all students and for the targeted subgroups.

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

We have selected these programs/services in order to support our students who need additional instructional interventions and assistance.

***Focus Area 1:*** Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

In order to close this achievement gap, we will be continuing to focus on our Reading/ELA program and support strategies. Our commitment has been, and will continue to be, on using a research based best practices to support reading/literacy skills for our Jr. High school students. A greater focus will be placed on our students with disabilities, or other academic needs. 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.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Jr High Reading Teacher** | **74,036** | **Classroom & Specialist Teachers** |
| **2** | **Jr High Instructional Assistants** | **55,112** | **Other Teaching Services** |
| **3** | **Sr High Instructional Assistant Support** | **23,000** | **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 or continued to fund 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-high school** | **62,000** | **Guidance and Psychological** |
| **2** | **Freshman Guidance Counselor** | **68,852** | **Guidance and Psychological** |
| **3** | **SEL Support-Bridge Program Coordinator- high school** | **23,000** | **Other Teaching Services** |

**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)
* High School Completion: Four-year cohort graduation rate Custom District Metric 1: 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 Tantasqua School District embraces opportunities for families to engage with the school. We have active School Councils and have many opportunities for students and families to participate in school-sponsored activities such as parent- teacher conferences, musical and theater productions, athletic events, college/transition planning workshops and presentations, and vocational/technical school program advisories. We work with families every day to help support individual student needs and to maintain an open system of communication. We also use many other communication and engagement tools including Social Media and Connect Ed outreach tools.

**Certifications**

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

The Tantasqua School District provided opportunities for stakeholder engagement in the following ways:

* 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: 11/17/2020