Student Opportunity Act Plan

Uxbridge

# 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
* English learners and former English learners
* Students with disabilities
* High Risk Social Emotional Students

*The rationale for selecting these student subgroups.*

Uxbridge has a growing population of ELLs and has had difficulty providing service to this population. Our general special education students have scored below their academic peers on standardized exams (i.e. MCAS). Finally, we have identified high risk social emotional students as a population that could benefit from additional funding based on our administration strategic planning process.

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

## Focus Area 1: Supporting educators to implement high-quality, aligned curriculum (E and F)

Diversifying the ELL educator workforce through recruitment and retention is our first priority. Providing high quality, aligned professional development will support current and new staff for ELL students K-12. Professional development, mentoring and training will allow our teachers to provide a coherent, progressive pathway for learning that is individualized for each student. This will further support an inclusive environment and promote high achievement and engagement for our ELL students.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **ELL Teacher (.33)** | **20503** | **Classroom & Specialist Teachers** |
| **2** | **ELL Programming** | **2500** | **Professional Development** |

## Focus Area 2: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

The Uxbridge Public Schools have been working to realign existing staff in order to create cohesive, effective co-teaching teams. The teams have and will be provided with professional development and coaching in the area of co-teaching and inclusion. Diversifying the educator workforce through recruitment and retention and by providing high quality, aligned professional development will support current and new staff for co-teaching students 4-7.

Students will also have expanded access to early college and career education programs focused primarily on students under-represented in higher education. Professional development, mentoring and training will allow our teachers to provide a coherent, progressive pathway for learning that is individualized for each student to further support an inclusive environment and promote high achievement and engagement for our SWD students.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Inclusion Teacher** | **20053** | **Classroom & Specialist Teachers** |
| **2** | **Co-teaching training for intermediate school staff** | **2500** | **Professional Development** |
| **3** | **Early college programs** | **2000** | **Professional Development** |

## Focus Area 3: Increased personnel and services to support holistic student needs (C and/or D)

Rationale: The Uxbridge Public School will assess each student grades 3-12 with a baseline universal screening tool to increase personnel and services to support holistic student needs. This assessment will provide critical data to determine the health and wellness of our students. Data will be used to develop and establish

internal programs for students who experienced mental health issues. In addition, with the growing mental health issues within our schools and community, professional development and training for all staff members is critical.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **SEL Universal Screening** | **5650** | **Pupil Services** |
| **2** | **District-wide training for all staff in SEL** | **2000** | **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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* 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).

**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 Uxbridge Public Schools are committed to working with the families of the subgroups identified within this plan. Each year, we will hold an ELL family night, USEPAC meetings, host presentations by the school counselors, and will continue to develop our multilingual district notifications. The superintendent has already garnered feedback for the FY21 SOA plan through the strategic plan steering committee and the superintendent's council.

**Certifications**

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

Our strategic plan process identified district needs.

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

Date of Approval: 04/01/2020