Student Opportunity Act Plan

Westford

# 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.*

* Students with disabilities
* Low income/economically disadvantaged students
* 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.*

We will be working with these students in social, emotional learning. This need has been specifically expressed by our elementary staff and administrators (PreK-Grade 5) in budget planning meetings. This need has been exacerbated by the concerning increase in student stress and anxiety that has been noted by four local pediatricians who are serving on our COVID Advisory Committee.

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

The SEL needs of our elementary students have been significantly increasing over the last several years. Our elementary staff have been informing me that there is an escalating need for additional trained professionals to work with students who are exhibiting symptoms of mental health issues. This has been confirmed in my meetings with local pediatricians.

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

Westford Public Schools is contracting with Panorama Company for the purpose of conducting a comprehensive assessment of the SEL needs of our students. This company will be conducting student surveys, analyzing survey results with our staff, and structuring activities and programming for the Adjustment Counselors (requested in this plan) and staff to implement with our elementary students. The Adjustment Counselors will be providing direct services to our students and professional development for our staff.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **2.0 FTE Adjustment Counselors** | **126,000** | **Guidance and Psychological** |
| **2** | **Technology and Program Materials** | **11,250** | **Instructional Materials, Equipment, and Technology** |

**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
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

**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 staff that are proposed in this plan will not only work with the students and our staff but will work with the individual families. The work with families will focus on out-of-school activities to support the social, emotional well being of the child and dovetail with SEL activities in school.

**Certifications**

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

The Superintendent has continually met with our staff to understand the cognitive and SEL needs of our students. Documented dates of meetings will be provided upon request. Additional, The Superintendent's COVID Advisory Committee consists of a number of health care professionals( including four local pediatricians). The members of this advisory committee have expressed significant concern over the proliferation of mental health symptoms in our elementary level students.

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

Date of Approval: 3/15/2021