Student Opportunity Act Plan

Erving

# 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
* 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.*

As evidenced in our District and School Improvement Plans, Erving Elementary School has been placing a strong focus on increasing accessibility to the first instruction for all students through the use of Universal Design for Learning principles. We have been providing our educators with specific professional development in Universal Design, and we have been focusing our educator goals (administrator and teacher) on these efforts.

Through these efforts to build capacity for fully inclusive first instruction, it has become apparent that it is time for us to concentrate more of our efforts at ensuring intentionality, continuity, and collective efforts in second and third instruction for students who require additional skill building and practice and who may qualify for Individualized Education Programs.

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

Building capacity for regular use of the workshop model in first instruction. In order to build a community of accessibility, Erving will continue our professional work towards deepening capacity for all teachers in using the workshop model to provide opportunities for students to engage with their own specific educational needs in the same space. Through continued professional development in Universal Design for Learning Principles, teachers will learn to maximize first level instructional time, as well as build a community where students can access content at their level in the same environment as their peers.

* Universal Design PD
* Inclusion/Co-teaching PD

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

Building capacity for regular use of the workshop model in first instruction. In order to build a community of accessibility, Erving will continue our professional work towards deepening capacity for all teachers in using the workshop model to provide opportunities for students to engage with their own specific educational needs in the same space. Through continued professional development in Universal Design for Learning Principles, teachers will learn to maximize first level instructional time, as well as build a community where students can access content at their level in the same environment as their peers.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Universal Design PD** | **5000** | **Professional Development** |
| **2** | **Inclusion/Co-teaching PD** | **5000** | **Professional Development** |

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

Strengthen collaboration among student support personnel and adopt targeted programs for reading instruction at second and third instruction. We intend to develop stronger collaboration models for Student Support educators, Interventionists and Special Educators, to facilitate the sharing of expertise and best practices for students who need additional support. In these collaborative meetings, we intend to build capacity for utilizing specific programs for literacy instruction, including Orton- Gillingham, Wilson Reading, and Reading Recovery.

* Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)
* Increased personnel and services to support holistic student needs (C and D)
* Inclusion/co-teaching for students with disabilities and English learners (D and E)
* Increased opportunity for common planning time for teachers (B)
* Increased or improved professional development (E)
* Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the****$ character)** | **Foundation Category** |
| **1** | **Professional Development for targeted supports in literacy** | **5000** | **Professional Development** |
| **2** | **Adoption of targeted supports in literacy for second and third instruction** | **5000** | **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
* Custom District Metric 1: Universal Design Capacity Evaluation: triangulated program evaluation through observations, teacher surveys and student surveys designed with DESE support through the How Do You Know Initiative, FY20
* Custom District Metric 2: ELA progress monitoring benchmarks

**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.*

Erving recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to continuously engage our families, especially families of students of color, students from low-income backgrounds, EL students and students with disabilities.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing family potluck dinners and quarterly PTO meetings at each school, we are also committing to build a membership of our Erving Special Education Advisory Council (SEPAC). Initial parent training was held in January 2020, led by Leslie Leslie of MassPAC Federation for Children With Special Needs. The group had a generative conversation about areas of parent interest, and how best to provide options for parents to participate.

Erving is participating in the statewide Family Engagement working groups to assist in the development of the "Strengthening Partnerships A Framework for Prenatal through Young Adulthood Family Engagement in Massachusetts: A Roadmap for Practitioners and Families in Health, Human Services, and Education" document.

Members of the Erving leadership team will introduce the new framework during a Union wide professional development day to all grade levels. Participants will be invited to engage in creating a document specific to Union #28 for families, community and staff based on the new state framework through the lens of Universal Design. The intentional process of focusing on and recognizing the importance of building positive relationships and how those can be developed broadly and with particular subgroups to increase the culture of family engagement to support students’ successful outcomes.

**Certifications**

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

* Erving School Committee
* Erving Union #28 Joint Supervisory School Committee
* Parent groups through the Union #28 Community Network for Children (MA CFCE Program) listserv
* Teacher Unions
* SEPAC

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

Date of Approval: 05/18/2020