

STUDENT OPPORTUNITY ACT PLAN

Mansfield

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.

- English learners and former English learners
- 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)
- African American/Black students

The rationale for selecting these student subgroups.

At both QMS and MHS there is a growing subgroup of students dealing with mental health issues. These students are inclined toward chronic absenteeism (MHS), and lower MCAS scores. Of these students, a disproportionate number are identified as low-income or as having a disability.

At the Qualters Middle School, considering the classes of 2023, 2024, and 2025, there have been 47 documented cases of students who have concerns in this realm. Of the 47, approximately 42% are on IEPs and approximately 36% are economically disadvantaged.

At Mansfield High School, for SY 2019-2020, 52 out of 129 504 plans relate to a social-emotional diagnosis; 20 out of 166 active IEP's list a primary diagnosis of "emotional," and 61 list a health diagnosis (which may include Anxiety); of the 14 students who participated in the Bridge Program, 50% were on an IEP (7 total), 21% (2 total) were on a 504 plan or in the early stages of a 504 plan, and nearly 50% of student participants (7 total) identified as economically disadvantaged.

Additionally, 10% of students that missed 10 or more days of school in SY 2018-2019 had a documented mental health diagnosis, as did 33% of students that missed 10 or more days of school in SY 2017-2018.

Local math assessment indicators in grades one and two, as well as grades 3-5 MCAS assessment data shows the need for supplemental elementary math support.

Students across a majority of subgroups (economically disadvantaged, students with disabilities, students of color, EL students) have an average MCAS achievement score that is below the "all students" average. The average all student achievement score is a 505 and a majority of our subgroups are below that average.

Furthermore, at the K to 2 level this year we used Acadience Math as a norm-based measure in 54% of grade one classrooms and 81% of grade two classrooms. Our most recent data analysis revealed that 24% of our students in grades one and two scored in the "low average" to "well below average" range.

Based upon feedback, the district has determined the need to work on providing a more inclusive and diverse curriculum for all students and the need to increase equity and inclusion professional development training for our staff.

Based upon a review of English Learner Access scores and the new state targets set for EL students, it is determined that supplemental support is needed for some of our EL students.

There is concern with our economically disadvantaged students not having adequate nourishment and the impact it has on attendance and achievement.

Commitment 2: Using Evidence-Based Programs to Close Gaps

Focus Area 1: Community partnerships for in-school enrichment and wraparound services (C)

Going into the 2020-2021 School Year, QMS and MHS propose to align resources to support a community partnership with McLean Hospital to provide PD/coaching/modeling for our staff, help provide risk assessments and support counseling services during the school day. This partnership is geared to provide students and their teachers with the tools needed to support students' regular daily attendance and class attendance so that they may better access the curriculum.

	FY21 budget item	Amount: enter number, do not use the \$ character	Foundation Category
1	Partner services with McLean	30,000	Pupil Services

Focus Area 2: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

Provide extended, supplemental math support for K-5 subgroup students who are performing below the all student average score on MCAS and in the low to well below average range on Acadience Math. K-2 students will be identified through criteria developed using curriculum-based measures - EnVision 2.0 math topic tests and Acadience math assessment data. Grade 3- 5 students will be identified through an evidence-based universal screening tool (AIMSweb) and MCAS results. Providing multifaceted math support as an early intervention approach paired with increased support in grades three through five will help students trend towards increased growth on grades three through five math MCAS and prepare students for higher level math instruction at the secondary level.

	FY21 budget item	Amount (enter number, do not use the \$ character)	Foundation Category
1	Contracted Services for supplemental elementary math support	24,000	Other Teaching Services

Focus Area 3: Supporting educators to implement high-quality, aligned curriculum (E and F)

The district will explore completing an equity audit to create a long-term district plan. The district understands there is a need to take some immediate actions to provide district wide equity, inclusion and unconscious bias training to our teaching staff in order to promote more inclusive curriculum and teaching practices. Furthermore, we will increase our curriculum resources to include more diverse selections.

	FY21 budget item	Amount (enter number, do not use the \$ character)	Foundation Category
1	Contracted services to provide equity and inclusion training	15,000	Professional Development
2	Purchase of more inclusive and diverse curriculum materials	20,000	Instructional Materials, Equipment, and Technology

Focus Area 4: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

Provide extended, supplemental EL support for our English Learner population. Students would be given the opportunity to attend summer or after school extended learning and enrichment within our CHAMPS program. The district will also explore online digital enrichment platforms.

	FY21 budget item	Amount (enter number, do not use the \$ character)	Foundation Category
1	Contracted services to provide extended learning opportunities for EL students	10,000	Other Teaching Services

Focus Area 5: Increased personnel and services to support holistic student needs (C and/or D)

Provide additional support to our Back Pact Buddies program where economically disadvantaged students are provided healthy nourishment over the weekends. This community-based program will create conditions for student success providing support for students physical well-being.

	FY21 budget item	Amount (enter number, do not use the \$ character)	Foundation Category
1	Support the costs associated with the purchasing of food	15,000	Pupil 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 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 Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) 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).
- Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
- Custom District Metric 1: Envision 2.0 math topic tests
- Custom District Metric 2: AIMSweb
- Custom District Metric 3: Annual School Quality Survey Results

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.

- Engage in discussion with our respective School Councils to seek their perspective and feedback.
- Use feedback from Title I parent surveys
- Feedback from Annual School Quality Surveys
- Community feedback at School Committee meetings
- Provide opportunities to join in on focus group meetings

Certifications

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

- Engaged in discussion with our respective School Councils to seek their perspective and feedback
- Used feedback from our most recent Title I parent surveys
- Feedback from individual schools Annual School Quality Surveys
- Community feedback at School Committee meetings

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

Date of Approval: 06/09/2020