

# **STUDENT OPPORTUNITY ACT PLAN**

## **Monomoy Regional School District**

### **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
- 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
- Hispanic or Latinx students
- Multi-Race, Non-Hispanic/Non-Latinx students

*The rationale for selecting these student subgroups.*

Our Strategic Plan is focused on addressing equitable outcomes for all students in our school district, and Strategic Objectives 1 and 3 specifically address students from traditionally marginalized populations. In analyzing MCAS data, AP/honors enrollment data, and NWEA MAP data, we see discrepancies in performance for students of color, students of low socioeconomic status, students with identified learning disabilities, and English Learners.

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

Our Strategic Plan, to supplemented by SOA funds, targets these student populations for increased access, opportunities and outcomes. Our four strategic objectives are:

Strategic Objective 1: Expand Community Engagement and Partnerships by focusing on families' equity of access, increasing community involvement, and further embedding service learning within the curriculum.

- This will be done by improving partnerships with families of underrepresented students, expanding the involvement of community partners, and further integrating service into our schools.

Strategic Objective 2: Strengthen Social and Emotional Well-Being through a deliberate focus on the development of healthy, supportive relationships and a fully integrated social-emotional learning curriculum.

- We will achieve this through emphasizing student character development and resiliency, and strengthening our school climate and culture.

Strategic Objective 3: Close the Achievement Gap by developing and implementing targeted instruction and supports to improve outcomes for the largest and most persistent achievement gaps.

- Monomoy will improve support for differences within our classrooms, implement innovative programs, and enhance early learning in our towns.

Strategic Objective 4: Improve Curriculum, Instruction and Assessment for All Learners by ensuring our collective practices are focused on students, preparing them for college, career, and life as members of both a local and global community.

- To meet this goal, we will standardize a learner-centered approach in our classrooms, and provide challenging and experiential learning that prepares students for 2030 and beyond.

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

As the state's youngest regional school district, there is a clear need to unify the elementary ELA curriculum with Chatham Elementary School and Harwich Elementary School, in a manner that brings to our classrooms a consistent, higher-quality curriculum aligned with the state frameworks AND one that supports early literacy for all students.

Our decision was driven by an ELA Task Force comprised of a diverse group of educators and administrators working in grades PreK-5. The team worked with the DESE Curriculum Selection network and Ed Reports to conduct a rigorous review of available curriculum on the market. The team, after over 15 months of

work, settled on ARC Core by the American Reading Company. The two main factors that made this curriculum the curriculum of choice in our district were the systematic integration of foundational reading/writing skills into each unit and the inquiry-centered approach to the units.

The research has been clear for years that a systematic approach to foundational skills (phonemic awareness, phonics, phonological awareness) is crucial in ensuring reading success. The ARC curriculum team uses cutting edge research to continuously review/revise their approach to teaching foundational skills. A consistent, systematic approach to teaching foundational reading skills helps ensure equitable outcomes for all students.

Included in the research that drives this program is the recent work by Natalie Wexler. In her recent book, "The Knowledge Gap", Wexler's research shows the importance of building background knowledge in one's ability to successfully access reading. ARC Core spends 8-10 weeks working within the same science or social studies themed, inquiry-centered units, and uses the content as a way to develop literacy skills. As such, it provides opportunities for all students to develop the background knowledge necessary to be successful readers, especially those that are English Learners, socioeconomically disadvantaged, and/or members of groups that have historically been marginalized and oppressed.

	FY21 budget item	Amount: enter number, do not use the \$ character	Foundation Category
1	K-4 ELA Curriculum - ARC Core	405,000	Instructional Materials, Equipment, and Technology

***Focus Area 2: Early College programs focused primarily on students under-represented in higher education (I)***

The data on Monomoy high school graduates (based on Class of 2018 DESE data) continuing to higher education indicates that there is a significant under-representation of our economically disadvantaged students electing to further their education post high school, with 78.4% of all students attending higher education, where 67.6% of our economically disadvantaged students attend college vs. 83.8% of their more economically advantaged peers. This is even more pronounced in terms of the number of economically disadvantaged students electing to pursue 4-year colleges -- our economically disadvantaged

students elect to attend community college nearly twice as often as their more economically advantaged peers AND three times more than our white students. Monomoy's economically disadvantaged cohort students are disproportionately non- white, English language learners, and/or receiving special education services, and addressing this college attendance discrepancy is an important step in equalizing outcomes for all.

An important data point here is also that our 2019 SAT results by subgroup found our economically disadvantaged students with mean scores in both Reading/Writing and Math of 550, which is higher than many area averages for all their students (not their economically disadvantaged subgroup), each of which has college matriculation rates at 80+%. Clearly, our economically disadvantaged students are ready for college, and as a school district and community we need to help remove barriers to college, particularly 4-year colleges, for our students.

Monomoy Regional School District serves the communities of Harwich and Chatham on Cape Cod. There are many successful, college-educated retirees in our communities who have much to offer in terms of mentorship, advice, and guidance through the college process, and our approach entering FY21 is to leverage a portion of our Community Engagement Coordinator (.25 FTE) to connect these college-educated and connected alumni with students, beginning in 8th grade, to help all find attending 4-year colleges both academically and economically attainable.

	FY21 budget item	Amount (enter number, do not use the \$ character)	Foundation Category
1	Community Engagement Coordinator	16,647	Administration
2	Supplies	2,500	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
- Custom District Metric 1: ELA NWEA MAP assessment data for Grades K-5
- Post-secondary Success: Enrolled in college during the first year after high school
- Post-secondary Success: Persisted in college into the second year
- Custom District Metric 2: Advanced Coursework Completion - Disaggregated by subgroup
- Custom District Metric 3: SAT scores - Disaggregated by subgroup
- Custom District Metric 4: In collaboration with Cape Cod Community College, determine and track the percentage of Monomoy graduates prepared for college level ELA and Math

### **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.*

As a part of actions identified within our Strategic Plan, we are forming an equity-centered task force (to be named by Equity Task Force). The mission of this group will be to examine our district's systems, policies, and procedures with a focus toward equitable access and outcomes for all students. The task force will:

- Deeply investigate our district's data to uncover access/outcome gaps
- Determine what caregiver, student, and community voices are missing from our decision-making process
- Develop effective means for soliciting input in the decision-making process from all stakeholders
- Investigate strategies for removing barriers to access for students and families
- Inform/advise the leadership team and school committee regarding policy and procedural changes needed to support equitable access and outcomes.

**Certifications**

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

There have been two main avenues for stakeholder engagement in preparing the SOA plan for Monomoy Regional School District. First, as a part of our participation in the Kaleidoscope grant, we held a community visioning exercise that brought in a wide spectrum of stakeholders to help develop a vision for learning moving forward. Second, our superintendent has maintained a regular schedule of "Conversations with the Superintendent." These meetings, which continued in a virtual setting following school closures on March 13, have been regular opportunities for stakeholders to provide input on decision-making within the district. On June 16, the superintendent included a specific agenda item related to soliciting feedback in regards to our SOA plan and its initiatives. Since the beginning of the 2020-2021 school year, a broad range of stakeholders have been and continue to be part of the district's Equity Task Force and the meetings that have been held virtually.

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

Date of Approval: 06/19/2020