

Student Opportunity Act

Progress Report April 2025

[Webster SOA 2024](#)

This is the full SOA Plan

Overview

The SOA is an example of the Commonwealth's commitment to ensuring that *every* student in the state experiences high-quality learning opportunities that lead to success in school and in postsecondary success.

The Student Opportunity Act calls for every district and charter school in the Commonwealth to develop 3-year plans that identify key disparities in student learning opportunities and outcomes for the student groups they serve and describe how they will utilize evidence-based approaches (EBPs) and strategies to address those disparities.

What did Webster focus on?

Based on public data that is available from the Massachusetts Department of Elementary and Secondary Education, the enrollment size of each subgroup, and the overall impact that the various indicators (absenteeism, suspensions, ninth grade passing, dropouts and graduation rates) were having on academic performance (MCAS), we decided to focus our work through this plan on students with disabilities and English Language Learners.

Theory of Action

Our Theory of Action is:

If program effectiveness is evaluated and strategic changes are made to support the instructional priority, and the District continues to engage in high quality PD as well as offering HQMI with integrity, then we should expect a sizable leap in student achievement. Part of this work includes better understanding student engagement. Changes in instructional practices that more deeply engage students should result in increased attendance and student achievement. If our academic and SEL MTSS practices are implemented with integrity and specific planning for students who are struggling learners, and we employ consistent, culturally responsive, and targeted interventions, students will begin to see purpose in attending school and succeeding.

Selected Evidence-Based Practices

The first focus area (1.1) states: Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces, specifically, *EBP 1.1C*, **Positive School Environments**. Webster is committed to creating positive school environments through our continued implementation of PBIS. The District is also investing in increasing the competency of all educators in the area of trauma sensitivity.

A second focus area (1.2) states: Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development, specifically, *EBP 1.2A* **Effective Student Support System**.

Funding

The District has selected these Evidence-Based improvement areas to address the disparities in learning experiences and outcomes for the 'Students with Disabilities' and 'English Language Learners' subgroups.

Funding to support these efforts are supported through LEA, the curriculum office, special education department budget, entitlement grants, and TAG.

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EBP 1.1C, Positive School Environments

- District's participation in SEB Academy
- Each school has a focus on PBIS
- Each school collects school climate information from students, staff

Next steps:

- Increase family engagement
- Increase use of data
- Articulate processes for students accessing higher levels of SEL/Behavioral/Mental Health support
- Evaluate effect of interventions

EBP 1.2A Effective Student Support System

24-25 Activity

- Special Education has added programs to meet different student needs
- Assessing each school's need of support blocks

Next Steps:

- Update DCAP
- Articulate what supports are available at each tier - ensure a continuum of supports
- Update standard operating procedures to increase consistency across schools
- Create protocols for accessing different levels of support
- Evaluate effect of interventions

By 2027- the district should have a well-articulated MTSS Plan that integrates academic and social/ emotional/ behavioral supports.