

STUDENT OPPORTUNITY ACT PLAN

Ware

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)
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The rationale for selecting these student subgroups.

Through our gathering of information from a stake-holders survey, the District Improvement Plan, analysis of our MCAS scores and review of the bottom 25% of students throughout the District, it has been determined that we would be targeting our students with disabilities subgroup and students who are in the lowest 25% in addressing these gaps. Students with disabilities, receiving special education services, make up 22% of Ware's student body. Of the students identified in the bottom 25 % of students in their respective schools, the table below indicates the percentage of students with disabilities that comprise that category.

School	Percentage Students with Disabilities Within the Lowest 25%	Metric
Stanley M. Koziol Elementary School (Grade 3)	Approximately 75%	DIBELS, DRA, MAP
Ware Middle School	Approximately 48.6%	MCAS
Ware Junior Senior High School	Approximately 58.7%	MCAS

Commitment 2: Using Evidence-Based Programs to Close Gaps

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

To address social emotional and mental health needs of our students, the District has entered a relationship with the University of Massachusetts College of Education. The District has hired a school psychologist intern to work collaboratively with the school psychologists and school adjustment counselors in order to implement social emotional and mental health screening and assessment measures, as well as provide small group and individual social emotional and mental health supports and services to students.

	FY21 budget item	Amount: enter number, do not use the \$ character	Foundation Category
1	School Psychology Intern	16,000	Classroom & Specialist Teachers

Focus Area 2: Another evidence-based program proposed by the district—Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks (F)

With the gaps in our math scores the District will be providing interventions through ST Math. Due to the programming being online, it will be highly individualized to meet the needs of each individual student. A math specialist is being hired who will be providing support and training to teacher/s and students to assist them with implementation of the math curriculum and interventions.

Additionally, we will be purchasing 25 licenses of Read Naturally, as an additional program to support students who are not reading at grade level. Read Naturally is a research-based reading intervention that helps students to become fluent readers and make solid gains in comprehension and vocabulary. The Academic Interventionist, who is a licensed Special Education teacher, will work with and monitor progress as students work through the Read Naturally program.

	FY21 budget item	Amount (enter number, do not use the \$ character)	Foundation Category
1	Math Specialist	67,797	Classroom & Specialist Teachers
2	ST Math	3,500	Instructional Materials, Equipment, and Technology
3	Read Naturally (web-based)	690	Instructional Materials, Equipment, and Technology

Focus Area 3: Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

To support students who are taking advantage of our manufacturing and Certified Nursing Assistant pathways we will be providing them with work readiness skills training. A Work Readiness Skills Trainer will be using the Signal Success Curriculum to guide students through the 3 Core Domains of the program: Career Exploration and Planning, Non- Cognitive/Soft Skills and Job Readiness Assets. Additionally, students in the Certified Nursing Assistant course will be eligible to take the Red Cross Nurse Assistant Competency Evaluation (CEP), students who successfully complete both the written and skills portions of this exam are then eligible for placement on the Massachusetts nurse's aide registry. Students in our Engineering/manufacturing courses will be able to take the OSHA 10 - General Industry exam to become OSHA 10 certified.

	FY21 budget item	Amount (enter number, do not use the \$ character)	Foundation Category
1	Work Readiness Skills Trainer	13,012	Classroom & Specialist Teachers

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 Growth: Mathematics mean student growth percentile (SGP)
- High School Completion: Four-year cohort graduation rate
- High School Completion: Annual dropout rate
- Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
- Custom District Metric 1: Measure Academic Progress
- Custom District Metric 2: DIBELS
- Custom District Metric 3: BAS/DRA
- Custom District Metric 4: Pre/post Assessment per online programs
- Custom District Metric 5: Pre/Post Strengths and Difficulties Questionnaire
- Custom District Metric 6: Pass/Fail Rates for any co-taught classrooms

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 District will continue to reach out and engage parents through online surveys, parent training and participation events, school council meetings, Title I and Title III nights and events for parents, along with Special Education Team meetings.

Certifications

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

In order to obtain stakeholder feedback, a survey was sent out to families, faculty, staff, and the community at large via the District website, District Facebook page, and District App. Individuals were notified of the opportunity to provide their input and feedback to the district as the survey was posted for over two weeks and reminders were provided. There were 218 unique responses to the Stakeholder Survey. The results from the Stakeholders' Survey included the following questions:

MA has made funding available to the Ware Public Schools. What areas should we target with this state funding in addressing learning gaps?

- Strengthen support for students who struggle as well as those who soar – 35.32%
- Strengthen support for students social, emotional, and communication skills – 31.19%
- Strengthen support for student's college and career readiness programs – 17.89%
- Strengthen support for student's academic tools – 15.60%

How important is it to provide all students - those who struggle and those who soar - with support to help them reach their potential?

- Very Important – 93.58%
- Somewhat Important – 5.96%

How important is providing students with the social, emotional, and communications skills needed to collaborate with peers?

- Very Important – 77.52%
- Somewhat Important – 16.97%
- Neither Important nor Unimportant – 4.59%

How important is it to provide students with access and opportunity to career and technical pathways?

- Very Important – 65.6%
- Somewhat Important – 25.23%
- Neither important nor Unimportant – 5.96% Not Important – 2.75%

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

Date of Approval: 03/04/2020

