



Orange Public Schools

Student Opportunity Plan: SY 2021-2023

Amended: Spring 2022/23

Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

Students with disabilities, Multi-Race, Non-Hispanic/Non-Latinx students

As noted in our strategic plan, the Orange Elementary Schools (OES) are committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our students with disabilities are not experiencing the same level of MCAS outcomes as their peers. At the upper elementary level (grades 3-6) our students with disabilities have a 12% gap between them and the State average in meeting standards in English language arts (ELA); in addition, 17% of our multiracial students have demonstrated proficiency on the 2022 ELA MCAS compare to 22% of their peer across the state. Also, based on 2022 MCAS results, our mathematics results also show a disparity, with only 2% of students meeting standard, for students with a disability and only 7% of multiracial students meeting standards as compared to 44% of the State. We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

Even though we continue to see gaps in student performance in the identified subgroups, we have seen an increase this year in all subgroups in SGP and student attendance (see data metrics below).

Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

Within the last few years, OES has begun to adopt strategies that focus on meeting the needs of our diverse student groups. Alongside several other improvement strategies detailed in our strategic plan, we intend to continue and deepen our work on two important initiatives already underway; for the 2022-2023 school year the upper grade elementary classes (grades 4-6) have been departmentalized for ELA/Social studies and Math/science. As a result, our special education teachers have been assigned to specific grade levels and work collaboratively with their general education peers in the specific core subject areas outlined in students' IEPs.

The district will continue to implement the HQIM adopted for literacy (Wonder 2020) and math (Zearn). In addition, the district will examine HQIM for the content areas of science, social studies, and SEL/Anti-bullying for implementation in the 2023-2024 school year. The district will assemble curriculum teams to review HQIM in the above-mentioned subject areas.

In addition to aid in implementation, the district has ensured that there are additional classrooms in PreK, Kindergarten, and Grade 1 to ensure that class size remains small so that students have additional opportunities for small group and 1:1 interaction with licensed teachers. The district has also supported educators with the implementation of HQIM by ensuring that there are reading and math coaches in the district, along with weekly supports from an outside consultant. The district has added an asst. principal that has taken the role of the "lead learner" in the district to monitor integrity to the implementation of the curriculum. The central office has also conducted monthly walkthroughs with DESE's SSoS team and district personnel (including the curriculum director) to ensure equitable implementation of core HQIMs.

1. Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G),

The district has adopted the Wonders 2020 reading program in grades K-6, this is the third year of implementation of the program. Wonders 2020 was highly rated by EDReports.org and MA Curate (DESE) and is considered by both to be high quality curriculum materials. In addition, the district has received a year III Early Grades Literacy Grant that provides professional development in literacy instruction and assessment for its grades K-3 teachers. The district has also employed a literacy coach to work with K-6 educators on implementing the core literacy program and tiered interventions.

FY23 budget item	Amount	Foundation Category
Aligned Curriculum mathematics	\$10,000	F4 (Aligned Curriculum) FY23 Accelerating Math Grant

Evidence-based program identified by DESE:	E2 (Enhanced Core Instruction)
SOA program categories:	F4 (Aligned Curriculum)

4. Supporting educators to implement high-quality, aligned curriculum (E and F),

The district has provided support to educators in the form of a literacy and mathematics coach in grades K-6, these coaches work with educators on using assessment to inform their instruction and in implementing the high-quality ELA (Wonders 2020) and mathematics curriculum (Zearn). In addition, the district has adopted core English language arts materials (Wonders 2020) and mathematics (Zearn)

has received high ratings by *ED Reports* and *MA Curate* for alignment to standards and to build skills and knowledge.

FY22 budget item	Amount	Foundation Category
Elementary coaches – one ELA and one mathematics (2)	\$180,000	D7 (Classroom & Specialist Teachers, Employee Benefits / Fixed Charges)
Asst Principal – Instructional Leader (1)	\$90,000	D4 (school personnel)
Curriculum Director (.45)	\$45,000	D4 (school personnel)
Early Childhood Coordinator/Social Worker (1)	\$90,000	D4 (Classroom & Specialist Teachers, Employee Benefits / Fixed Charges)
Preschool Teacher (1)	\$90,000	D4 (Classroom & Specialist Teachers, Employee Benefits / Fixed Charges)
Intervention Teacher – Title I (3)	\$215,000	D4 (Classroom & Specialist Teachers, Employee Benefits / Fixed Charges)
Early Childhood Teachers (to reduce class size) (2)	\$170,000	D4 (Classroom & Specialist Teachers, Employee Benefits / Fixed Charges)

10. Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

During the Summer of 2022, the district offered a 4-week summer programming with a concentrated focus on literacy (Scholastic LitCamp) and mathematics (ST Math). In the summer of 2023, the district will add a core summer math program (Math Camp). In addition, the district will ensure that students are taught by a teacher/para educator pair in small groups.

Also, an early literacy (K-2) acceleration academy and mathematics acceleration academy was held prior to during the February and April school vacations to target support for the most students in grades 1 & 2 in literacy and grades 3-6 in mathematics to close achievement gaps. Students were selected for these academies based on mid-year benchmark data (DIBELS 8 and the STAR assessments)

The district will continue to offer intensive summer and vacation acceleration academies to its most struggling students. The district will continue to purchase for these program HQIM that align to the MA curriculum frameworks. The district is committed to ensure class size is small (less than 12 students) and that each class has a teacher and paraprofessional assigned to the class.

In addition, the district has provided funding to increase its Tier II support systems (interventionists) to support struggling learners. In addition, to the acceleration academies and summer program, the district has also ensured funding for tutoring as needed.

The district will continue to provide professional development to its teachers and conduct observational walkthrough by administration to ensure the quality of the programs. The district will begin SY 2022-2023 to gather data on the outcomes of the vacation acceleration program and in 2023-2024 in the outcomes of the summer learning program

FY23 budget item	Amount	Funding Category – Grants (State & Federal)
Summer teachers and paraprofessionals	\$200,000	E8 (Targeted Student Supports) Title I Grants, ESSER I & II Grants
Summer Professional Development	\$6,000	E7 (Professional Development) – Title IIA
Target supports - Summer curriculum	\$38,000	F4 (Aligned Curriculum) – Title I & ESSER I & II
Targeted supports – Vacation Acceleration Academies	\$20,000	E8 (Targeted Student Supports) – Acceleration Academy Grants & Title I & ESSER I & II

Commitment 3: Monitoring Success with Outcome Metrics and Targets

The Orange Elementary Schools are committed to monitoring the success of their SOA plan and will use both DESE and local metrics. An analysis of the metrics for 2021 and 2022 are listed below by identified subgroups.

While outcomes have improved for DESE measures for 2022, gaps among subgroups still exists. However, local assessments demonstrate a decline in proficiency from the BOY (beginning of year) assessments to MOY (middle of year); EOY (end of year) assessment data will not be available until the end of June 2023.

DESE Outcome Metrics		
General Education Students	Students with Disabilities (SWD)	Multi-Racial/Non-Hispanic
2021-ELA mean SGP: 31.9 2022-ELA mean SGP: 46.8	2021-ELA mean SGP: 38.5 2022-ELA mean SGP: 33.8	2021-ELA mean SGP: 26.0 2022-ELA mean SGP: 39.4
2021-Math SGP: 22.3 2022-Math SGP: 43.5	2021-Math SGP: 30.7 2022-Math SGP: 35.2	2021-Math SGP: 6.0 2022-Math SGP: 50.7
2021-ELA Proficiency: 32.2% 2022-ELA Proficiency: 24.5%	2021-ELA Proficiency: 2.8% 2022-ELA Proficiency: 1.9%	2021-ELA Proficiency: 25% 2022-ELA Proficiency: 7.7%
2021-Math Proficiency: 13.7% 2022-Math Proficiency: 22.7%	2021-Math Proficiency: 2.8% 2022-Math Proficiency: 3.6%	2021-Math Proficiency: n/a 2022-Math Proficiency: 7.1%

Chronic Absenteeism		
General Education Students	Students with Disabilities (SWD)	Multi-Racial/Non-Hispanic
Chronic Absenteeism 2021 General Education 51.6% 2022 General Education 34.5%	Chronic Absenteeism 2021 SWD 45.6% 2022 SWD 34.8%	2021 multi-Race 62.2% 2022 multi-Race 33.3%
Custom District Metrics: (STAR Assessments)		
General Education Students	Students with Disabilities (SWD)	
BOY-Reading mean SGP: 53.9 MOY-Reading mean SGP: 51.0	BOY-Reading mean SGP: 52.2 MOY-Reading mean SGP: 50.5	
BOY-Early Literacy mean SGP: 57.3 MOY-Early Literacy mean SGP: 62.0	BOY-Early Literacy mean SGP: 57.7 MOY-Early Literacy mean SGP: 51.6	
BOY-Math SGP: 60.2 MOY-Math SGP: 59.9	BOY-Math SGP: 46.6 MOY-Math SGP: 47.3	
BOY-Reading Proficiency: 32.2% MOY-Reading Proficiency: 24.5%	BOY-Reading Proficiency: 2.8% MOY-Reading Proficiency: 1.9%	
BOY-Early Lit. Proficiency: 22.28% MOY-Early Lit Proficiency: 33.88%	BOY-Early Lit Proficiency: 4.49% MOY-Early Lit Proficiency: 8.545%	
BOY-DIBELS Proficiency: 164 students MOY-DIBELS Proficiency: 165 students	BOY-DIBELS Proficiency: 17 students MOY-DIBELS Proficiency: 18 students	
BOY-Math Proficiency: 13.7% MOY-Math Proficiency: 22.7%	BOY-Math Proficiency: 2.8% MOY-Math Proficiency: 3.6%	
BOY-Math SGP: 46.6 MOY-Math SGP: 47.3	BOY-Math SGP: 46.6 MOY-Math SGP: 47.3	

Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students’ needs?

The OES 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 effectively engage

our families of students, especially with our students with disabilities and our multi-race, non-Hispanic students.

We also recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing outreach to families through SEPAC and Title I meetings, the school will reach out to families through its social media platforms and through monthly school committee meetings.

In the fall of 2022, the district held an online workshop for parents with Polly Bath *on Managing Childhood Behavior and Setting Your Child Up for Success* on 11/21/22. While we had parents attend this event it did not reach the level of participation desire; approximately 10 families attend the virtual event.

The district has hired a full-time Early Childhood Coordinator/Social worker for outreach to families. This is an expansion of the .40 social worker position for FY22 to a full-time position.

The district is using attendance data as a metric as a means to judge success in this endeavor with the theory of action if we engage better with families then we will see an increase in student attendance.

Certifications:

X By checking here, I certify that our district has engaged stakeholders in accordance with the

SOA

Please summarize your stakeholder engagement process, including specific groups that were engaged:

The Orange Elementary Schools partnered with the local community, educators, ESP staff, and families to ensure broad and demographically representative participation. Additionally, individuals and groups spoke during public comment at our school committee meetings. A primary concern for families was the social emotional needs of our students in the district; a second was the lack of support for students who struggle academically.

X By checking here, I certify that our district's school committee voted on our Student Opportunity Plan

- **Date of vote:** April 10, 2023
- **Outcome:**

Signature: _____

Date: April 10, 2023

Name, Title: Dr. Elizabeth Zielinski