

SCHOOL COMMITTEE MEMO RE: STUDENT OPPORTUNITY ACT

Summary

- As required by [state legislation enacted in 2019](#), every 3 years we must submit a Student Opportunity Act Plan to DESE.
- In 2021, we submitted a plan. The 2021 plan is significantly different from what we are required to submit in 2024. The 2021 plan is attached for your review (pdf). The 2024 plan is more in depth and will cover many more topic areas.
- The deadline to submit our Plan to the state is **April 1, 2024**.
- The School Committee is required to vote on the Plan before we submit it.

Materials for Reference

- SOA Websites:
 - [2024 Plan Info](#)
 - [Background Info](#)
- 2021 plan for reference (attached pdf: "SOA Memo 2021")
- [FY24 SOA Plan Examples](#), a new resource that offers examples of completed SOA Plans for two fictitious districts. This is a template of how our plan will look.
- [Student Outcomes Comparison Tool](#) – this is where our district data is shown. Per state requirements, this is what we are using as a baseline to create our plan. Since SPS and Somerville rely heavily on data to inform our decisions, we have a robust set of data to utilize in creating our plan. This includes but is not limited to:
 - Student Outcomes Comparison Tool
 - MCAS data
 - ACCESS data
 - Conditions for Learning Survey data
 - Entry Plan survey and focus group data
 - School Improvement Plans / School Improvement Councils

2024 Focus Areas to Highlight

These are based on preset lists of Evidenced-Based Practices from which districts can choose. These focus areas and our work align with ongoing efforts as well as areas in which we intend to focus as a result of data gathered through the Entry Plan process, in part. The proposed focus areas below also each directly link to current School Committee goals.

1. Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces. Evidence-based practices include:
 - a. Integrated services for student wellbeing
 - b. Enhanced support for SEL and mental health

2. Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning. EBPs include:
 - a. Effective use of WIDA framework
 - b. High leverage practices for students with disabilities

3. Develop an increased and robust pipeline of diverse and well-prepared educators and leaders. EBPs include:
 - a. Enhanced pathways to increase educator diversity