



# **CANTON PARENT ADVISORY COUNCIL FOR STUDENT SERVICES**

CPACSS Schedule 2019/2020

**09/19/19\* Basic Rights: Transition Planning**

Description:

Provides an understanding of the transition planning process: why transition planning is important, services that could be included, who is eligible, student and parent roles in transition planning, role of student's vision, how to prepare for a transition planning meeting, age of majority, anticipated graduation date, and procedural due process rights for resolving disputes.

\*this date might change

**10/17/19 What is Effective Progress? Understanding Evaluation Reports and Working with Experts**

**12/12/19 What to do when you Disagree with the Team about your Child's Special Education Program**

**01/16/20 Supplemental Security Income (SSI) and Social Security Benefits for Students in Transition from School to Adult Life.**

This presentation will provide you with information about: Supplemental Security Income (SSI), The impact work may have on benefits, Social Security Administration (SSA) Work Incentives, Student Benefits Counseling

**03/19/20 "Prepare for Life - Transitions PK-12**

CPS Staff: Our presentation will focus on key transitional work and skills we want our students to attain from Kindergarten - age 22. We will describe work that is being done at each level and how it integrates into the academic, independent living, self-advocacy and transition goals for all of our students.

**05/21/20 Disclosure – The process of helping your children understand who they are and any labels that may apply**

**Please note, child care might be available at the meeting, watch for updates on our Facebook, Twitter, website**

**Contact us:** [cpacss@gmail.com](mailto:cpacss@gmail.com)

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### **Canton Public Schools Student Opportunity Act Plan School Years 2021-2023**

Last fall, MA passed the Student Opportunity Act (SOA) which reflected the recommendations of the 2015 Foundation Budget Review Commission. The SOA reworked the state's funding formula for public education and addresses the inequities among districts across the state. The new funding formula is based, in large part, on the percentages of economically disadvantaged students and English learners (EL). The new formula increased Ch. 70 funding for the Canton Public Schools by approximately \$80,000 in its first year, FY21. As part of the bill, districts need to submit plans to DESE outlining the use of funds to support students in subgroups with persistently lower scores on MCAS (i.e., "the achievement gap"). Below is an overview of our plan for the Student Opportunity Act, for which we are seeking School Committee approval for future submission to DESE. The questions posed in this document reflect those required within our plan.

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

As reflected in our Strategic Framework, Canton Public Schools (CPS) seeks to blend academic growth with the social and emotional development of every child. Our goal for every child is to be a successful learner and to accept mistakes as a step in growth and learning. As we work to attain educational excellence across all schools, in every classroom, every day, in support of consistently high growth and achievement for every student, data reports repeatedly show that not all student groups have experienced the same level of success; there is a clear achievement gap for our economically disadvantaged students, students with special needs, African American students and EL students. This gap continues to be present in our MCAS achievement data from third grade through tenth grade.

The achievement data for our subgroups of students have shown an additional concern for our African American and Hispanic students. Within the African American/Black student population, 17.4% and 14.3% of Hispanic students have IEPs, compared to 11.5% of white peers. African American students have been over identified with communication disabilities and are more likely to be identified with emotional impairments or health impairments than their white peers. With this proposal, we are addressing the learning needs of these subgroups of students beyond our current efforts so that they are better able to make academic progress and overcome the discrepancies in achievement data that continue to exist.

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

1) **Research Based Early Literacy in Prekindergarten and Early Elementary Grades:** During the 2019-20 school year, CPS began to address the limitations of a scripted basal reading program by investigating Reader's and Writer's Workshop. We chose to investigate the workshop model of instruction in response to the clear subgroup data that showed that the whole group instructional practices of the reading program were not effective for many of our students. It became clear this year that our previous

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program had not provided our teachers with the necessary tools to help them assess, teach and then monitor progress in the core components of reading; phonemic awareness, phonics, fluency, vocabulary and comprehension. The discrepancies in achievement data for our Economically Disadvantaged students, African American students, students with special needs and EL students exist from the first time that they are assessed on MCAS in third grade and remain consistent through their final MCAS testing in high school. We need to provide developmentally appropriate instruction more consistently in the early grades so that students develop the necessary foundational literacy skills they will need to become proficient readers and writers. An important component of this work is assessment and progress monitoring, both of which are not currently in place across all our preK-2 classrooms. CPS educators will need training and resources so that they can more readily assess student performance in these key areas, analyze the information collected (qualitative and quantitative), and design for instruction as needed for students at varying levels with access to high quality instructional materials. As well, it will be critically important that those instructional materials reflect the diversity of the students in our targeted subgroups.

**2) Supporting Educators to Implement a High-quality Aligned Curriculum:** CPS has also been attending the Multi-tiered Systems of Support (MTSS) trainings provided by DESE. Our data analysis has made it clear that many of our students need more support than they are currently getting. Advancing our MTSS work will begin with the identification of tiered supports that can be provided both by classroom teachers and by EL and special education teachers during intervention blocks and in inclusive classrooms throughout the day. This will require us to provide additional training and resources for educators to be able to provide this support.

We also see this as an opportunity to deepen our work in Project Based Learning (PBL). Teachers at Canton High School (CHS) and Galvin Middle School (GMS) have been participating in PBL professional development and implementing PBL units. Our middle school is embarking on a partnership with *i2learning* to create and implement interdisciplinary PBL units of study across the school year. The work will begin with the sixth grade team. Grades 7 and 8 are continuing to create PBL units of study for their classes, as well. This work will help us to change instruction for all students (Tier 1) and better meet the needs of learners, especially those who are typically at the margins of performance and/or marginalized.

During the 2019-20 school year, we reorganized our middle school so that teachers could work on true teams with smaller groups of students. The next phase of work will be to support the educators on each team as they seek to truly collaborate in support of students. We will do this by beginning the MTSS work of identifying when and what tiered supports can be made available. Our GMS team is currently working on a schedule redesign process to determine how opportunities for intervention can happen during the school day without students missing instruction. We will work to support teachers to identify necessary data points to monitor student performance. With this, teachers will be able to better identify students who are struggling and connect them with additional tiered supports. We believe that the combination of an interdisciplinary approach to curriculum and unit design with PBL, along with advancing our efforts with tiered systems of support will result in a more comprehensive view of each student and their needs, resulting in overall improvement in student engagement, ownership and achievement as evidenced by student learning data.

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**What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups?**

<b>DESE Outcome Metrics</b>	<b>CPS District Metrics</b>
✓ Subgroup ELA achievement scores	✓ Phonemic Awareness data: PreK-2
✓ Subgroup ELA mean Student Growth Percentiles	✓ Phonics Screener: PreK-2
✓ Subgroup Math achievement scores	✓ Dyslexia Screener: Kindergarten
✓ Subgroup Math mean Student Growth Percentiles	✓ ELA and Math Progress Monitoring: GMS
	✓ Student Surveys: GMS
	✓ Alternative Assessments: GMS
	✓ Discipline and Attendance Data: GMS

CPS will identify and adopt a phonemic awareness assessment tool, a phonics screener and a dyslexia screening tool. These assessments will be used throughout the year to monitor progress in early literacy skills. Our initial MTSS work will help us to engage all of our educators in beneficial professional collaboration to better support all students. Our goal is to support the collaboration of staff across roles, including: general education teachers, EL teachers, Special Needs teachers and Educational Assistants. With ongoing effective collaboration, staff will be able to better identify the learning needs of their students based on the data gathered and support students with targeted instruction during both core instructional classes and the intervention blocks. As our MTSS work progresses, we will also provide additional training and resources for our EL teachers and Special Educators so that they have what they need to more effectively provide targeted instruction (Tier 2) and specialized interventions (Tier 3) for students who have been identified with learning needs. This support will also help our general education teachers get the training they need to provide tiered instruction.

Additional metrics will include subgroup ELA Achievement and mean Student Growth Percentiles (SGP), and subgroup Math Achievement and mean SGP. Through our partnership with i2learning, GMS will be collecting data through student surveys and alternative assessment methods. We also anticipate that through the delivery of these PBL units, students will be more engaged, resulting in fewer gaps in learning and an improvement in student behavior, resulting in a decline in discipline referrals and absences.

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**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?**

CPS recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups and the changes in our literacy instruction, we will provide workshops and opportunities for parents to learn how they can support literacy at home. One example of this is the provisioning of classroom libraries and take-home resources for phonemic awareness that we are building into our preschool. It is essential that we stock our classroom libraries with diverse literature so that our students can see themselves in the books that they read. This will promote engagement for all readers. Our Home School Interventionists will work with classroom teachers in reaching out to the families who need support, including providing home visits when needed to help engage a family. As we improve our systems of assessment for early literacy, we will also improve our structures for communicating student progress with parents and families.

As part of our system-wide focus on educational equity, during the 2019-20 school year, we developed an instructional materials evaluation tool that our educators use to screen their materials for bias and stereotypes. We will continue to provide additional professional development for our educators to help them become more aware of their own biases, to build their awareness of the students they teach, and learn ways to better engage families.

At the middle school level, there will be a public component of the students' PBL work that brings parents into our schools as students showcase their work. We will also be engaging parents in events designed to help them understand what the shifts are in our instructional strategies and why they are so beneficial to the student experience and overall improvement in student learning.