

Norwood Public Schools

Student Opportunities Act (SOA) Plan
for Community Stakeholders' Input

What is the Student Opportunity Act (SOA)?

The Student Opportunity Act (Chapter 132 of the Acts of 2019) ushered in a new phase in 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 plans.**

Overall, Massachusetts leads the nation on many measures of student learning experiences, student achievement, and postsecondary success for its students. However, a closer look reveals **inequitable gaps in experiences and outcomes across racial and ethnic groups**, in economically disadvantaged communities compared to higher income communities, for students with disabilities relative to their non-disabled peers, and for English learners compared to students whose first language is English.

"Closing these gaps is our collective work for the next decade, and the SOA will fuel our efforts to ensure all students achieve at high levels and are prepared for success after high school." — Commissioner Jeffrey C. Riley

Suggestions for Successful Planning:

- 1. Focus on Evidence-Based Program (EBP) Selection**
- 2. Thoughtfully Engage Your Community**
- 3. Do A Few Things Well**
- 4. Focus on Implementation**

Norwood's SOA Plan specifically targets our High Needs student population (55.6% -- as of 10/1/22). This includes the following 3 groups of students:

1. Students with Disabilities
2. English Learners
3. Economically Disadvantaged

Over the last 10 years Norwood's High Needs population has increased by 17.5%

Norwood's Four Evidence-Based Program Target Areas for Our High Needs Students:

- 1. Early Literacy (#2)**
- 2. Culturally Responsive Teaching (#6)**
- 3. Inclusion/Co-Teaching (#8)**
- 4. Expanding Capacity to Address SEL and Mental Health Needs (#16)**

Note: Each of these areas are integral to and support our District Strategic Plan posted on our website.

Our plan's overall focus is to increase our ability to meet students' early literacy needs, social and emotional needs within inclusive school and classroom settings, and to develop an effective inclusion model of instruction for all students.

By having programs and services that work to keep students in more inclusive environments, closely working with their typical peers, we will reduce our High Needs students' gaps in performance.

Early Literacy Action Steps:

- Provide continued training for Foundations and MyView ELA core program.
- Provide [Wilson Reading](#) Training to special education teachers on two levels:
 - Basic 3-day training for 30 educators
 - Specialized Level I training for 10 special education teachers for each of three years
- Purchase Renaissance Star 360 and CBM Assessment system and Schoolzilla Data Dashboard for benchmarking, identifying literacy and math areas for intervention, and progress monitoring of student growth and achievement.
- Provide intervention specialist services to each school.
- Implement Heggerty phonemic awareness curriculum for tier 1 & 2 intervention to support Foundations.

Culturally Responsive Teaching Action Steps:

- Provide ongoing professional development to all educators in anti-bias awareness and culturally responsive teaching practices (via Anti-Defamation League, various expert speakers, [World Savvy](#), and the [Highlander Institute](#)).
- Implemented an extensive system-wide equity audit with [MassInsight](#).
- Identify focus areas and action steps in response to the equity audit findings and build them into the district strategic plan.

Inclusion and Co-Teaching Action Steps:

- Continue to train ELA and math staff in co-teaching best practices at the middle school.
- Hired .6 special education teacher at the Coakley Middle School to support expanding the co-teaching model.
- Provided all educators with introductory training in [Universal Design for Learning \(UDL\)](#).
- Provided UDL Coaches training to a cohort of early adopters (29 educators from all schools).
- Provide follow up UDL training to additional educators.

Social Emotional Learning & Mental Health Action Steps:

- Contracted with Effective School Solutions and then McLean Hospital to provide training to staff and intensive and specialized mental health services to our neediest students 6-12.
- Hire additional staff to support our students' needs in school:
 - 1.0 BCBA (behavior specialist)
 - 1.0 School Adjustment Counselor (SAC) at the HS.
 - 1.0 Social Worker at the HS
- Plan to adopt a new elementary SEL program to replace Open Circle.

The following 4 slides show a sampling of NPS spending in each of the four target areas. We have, in fact, spent more than what is reported to DESE in each of these critical areas.

- Norwood's recommended minimum spending target is \$564,886.
- Our SOA Amended Plan shows spending of \$605,603

EBP 2: Early Literacy & Assessment for Intervention & Progress Monitoring -- Areas of Spending

24. How is your district utilizing funds to implement this Evidence-Based Program? (This question is required.) *

	Budget Item	Total Amount	Number of FTE	Foundation Category	Funding Source
1	Renaissance Assessment System	28,810		INSTRUCTIONAL MATERIALS, EQUIP. & TECH. ▼	ESSER II ▼
2	Renaissance Assessment System--Schoolzilla	60,000		INSTRUCTIONAL MATERIALS, EQUIP. & TECH. ▼	ESSER III ▼
3	Speech & Language Specialist	61,069	1.0	CLASSROOM & SPECIALIST TEACHERS ▼	LOCAL APPROPRIATIONS (CH. 70) ▼
4	Wilson Language	1,057.40		INSTRUCTIONAL MATERIALS, EQUIP. & TECH. ▼	LOCAL APPROPRIATIONS (CH. 70) ▼
5	Wilson Language Materials	5,347		PROFESSIONAL DEVELOPMENT ▼	FEDERAL GRANTS ▼
6	Wilson Foundations Tier 2 Training	3,202		PROFESSIONAL DEVELOPMENT ▼	FEDERAL GRANTS ▼

EBP 6: Culturally Responsive Teaching -- Areas of Spending

33. How is your district utilizing funds to implement this Evidence-Based Program? (This question is required.) *

	Budget Item	Total Amount	Number of FTE	Foundation Category	Funding Source
1	Highlander Institute Training	28,000		PROFESSIONAL DEVELOPMENT	ESSER III
2	World Savvy Training	16,737		PROFESSIONAL DEVELOPMENT	FEDERAL GRANTS
3	World Savvy Training	10,000		PROFESSIONAL DEVELOPMENT	ESSER II
4	MassInsight Equity Audit	83,300		OTHER	LOCAL APPROPRIATIONS (CH. 70)

EBP 8: Inclusion/Co-Teaching for Special Education & English Language Education -- Areas of Spending

42. How is your district utilizing funds to implement this Evidence-Based Program? (This question is required.)*

	Budget Item	Total Amount	Number of FTE	Foundation Category	Funding Source
1	Special Education Teacher	58,344	.6	CLASSROOM & SPECIALIST TEACHERS	LOCAL APPROPRIATIONS (CH. 70)
2	UDL Training with Katie Novak	5,000		PROFESSIONAL DEVELOPMENT	FEDERAL GRANTS
3	UDL Coaches Training with Novak	10,248		PROFESSIONAL DEVELOPMENT	ESSER II

EBP 16: Expanding Capacity to Address SEL & Mental Health Needs of Students and Families -- Areas of Spending

14. How is your district utilizing funds to implement this Evidence-Based Program? (This question is required.) *

	Budget Item	Total Amount	Number of FTE	Foundation Category	Funding Source
1	Effective School Solutions	65,623		PUPIL SERVICES	FEDERAL GRANTS
2	McLean Hospital (Mental Health Services)	10,503		PUPIL SERVICES	ESSER II
3	Adjustment Counselors	63,797	1.0	GUIDANCE AND PSYCHOLOGICAL	LOCAL APPROPRIATIONS (CH. 70)
4	BCBA	57,312	1.0	PUPIL SERVICES	LOCAL APPROPRIATIONS (CH. 70)
5	Character Strong SEL Curriculum	6,998		INSTRUCTIONAL MATERIALS, EQUIP. & TECH.	LOCAL APPROPRIATIONS (CH. 70)
6	McLean Hospital	15,755		PUPIL SERVICES	ESSER III

Feedback Form

If you would like to provide input or give feedback on our SOA Plan, please use the following Google Form link:

<https://forms.gle/HUZzoBt6NGgRzPSLA>

Thank you for your participation!