Student Opportunity Act Plan

Bellingham

# 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

*The rationale for selecting these student subgroups.*

Bellingham Public Schools (BPS) is 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 Economically Disadvantaged students and Students with Disabilities are not experiencing the same level of MCAS outcomes as their peers.

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.

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

Over the past three years, BPS has worked to adopt strategies that focus on meeting the needs of our students with disabilities. We began this process by identifying co-teaching as an evidenced-based program for implementation and began the process of training our classroom and special education teachers. Additionally, we identified a need for training in specially designed instruction to enhance core instruction for our students with disabilities. Lastly, as a part of our Curriculum Review Process, we have identified curriculum needs in the area of Mathematics. We have adopted new materials for implementation in kindergarten through grade five this year. We are planning for a pilot of new materials in grades six through eight in the upcoming school year. These materials include intervention resources for our students with disabilities as well.

We intend to continue and deepen our work on these initiatives.

***Focus Area 1:*** Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

* Targeted Student Supports Inclusion/co-teaching for students with disabilities
* Enhanced Core Instruction
* Supporting educators to implement high quality, aligned curriculum

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Co-Teaching PD** | **8,000** | **Professional Development** |
| **2** | **Specially designed Instruction** | **8,000** | **Professional Development** |
| **3** | **Curriculum Materials Math** | **25,000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **Math Program Adoption PD** | **20,000** | **Professional Development** |

***Focus Area 2***: Supporting educators to implement high-quality, aligned curriculum (E and F)

As a part of our recent strategic planning work and through our observations across schools, we noticed that there are inconsistent expectations for economically disadvantaged students throughout our district. To support an inclusive environment and promote high achievement and engagement for all our students, BPS will engage in culturally responsive professional development for all educators over the next few years. Additionally, as a part of our Curriculum Review Process, we have identified curriculum needs in the area of Mathematics. We have adopted new materials for implementation in kindergarten through grade five this year. We are planning for a pilot of new materials in grades six through eight in the upcoming school year.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Culturally Responsive PD** | **6,000** | **Professional Development** |
| **2** | **RTI Intervention Services** | **11,600** | **Classroom & Specialist Teachers** |
| **3** | **Curriculum Materials** | **25,000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **Math Program Adoption PD** | **20,000** | **Professional Development** |

**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: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* High School Completion: Four-year cohort graduation rate
* Custom District Metric 1: i-Ready Diagnostic in grades 1-7
* Custom District Metric 2: Annual BPS Self-evaluation of educational programs civil rights
* Custom District Metric 3: Term grades and final exams

**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.*

Bellingham Public Schools 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 students from low-income backgrounds and students with disabilities. We are committed to deepening our efforts through the following activities: annual Educational Fairs, Ice Cream Socials, Meet the Teacher Nights, and Scheduling Nights for grades 7-12. We will also continue the practice of holding monthly PTO meetings at our Memorial and Elementary Schools, as well as holding educational conferences for all of our families to discuss their child's progress in school.

Additionally, we have developed and will implement annually over the next three years, a survey for families that coincides with our Annual BPS Self-Evaluation of Educational Programs Civil Rights to evaluate all aspects of our K-12 program annually to ensure that ALL students, regardless of their age, sex, race, color, religion, national origin, ethnicity, disability, sexual orientation, gender identify, homelessness, military service, union activity, genetics, or limited English proficiency have equal access to all programs, including athletics and other extracurricular activities, and to implement any necessary changes that are indicated by the evaluation.

**Certifications**

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

To lead our community engagement and ensure broad and demographically representative participation, Bellingham Public Schools has engaged with the following groups:

* Building Parent Teacher Organizations
* District Special Education Parent Advisory Council Building School Councils
* Bellingham Education Foundation

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

Date of Approval: 06/16/2020