Student Opportunity Act Plan

Brewster

# 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.*

* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

Overall, our Brewster Elementary schools are making substantial progress toward targets, and we continue to focus on our relatively new EL subgroup to make sure those students meet targets. We focus on growth within our High Needs, Students with Disabilities, and Economically Disadvantaged Subgroups in the areas of ELA and Math, as well as achievement in the areas of ELA.

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

Focus Area 1: Increased personnel and services to support holistic student needs (C and/or D)

but we are working to provide more targeted interventions for our "High Needs" subgroup and our "Students with Disabilities" subgroup. Expanded ESL instruction, Title I services, and the use of a reading specialist and an interventionist in reading and math will support these subgroups of students.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Title I Support Staff for Interventions** | **2800** | **Classroom & Specialist Teachers** |

Focus Area 2: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

In regard to curricula programs, the district is extending professional development in LETRS to encompass more of the elementary teachers being trained in these foundational skills for literacy instruction. In addition, the district is working toward the creation of a scheduled intervention and enrichment block within the school day to best meet students' needs and to challenge students with the necessary rigor.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **LETRS Professional Development** | **2000** | **Professional Development** |

Focus Area 3: Supporting educators to implement high-quality, aligned curriculum (E and F

Finally, the district is moving toward increased implementation of Project-Based Learning and plans to contract with PBLWorks for professional development, training, and coaching during implementation. We are also working with the Learning Creative Learning Company (Leo Burd and Rachel Garber from MIT) as we want to incorporate the teaching of creativity and creative/critical thinking skills into our curricula moving forward. We believe that the combination of the evidence-based programs outlined above along with the deeper learning through PBL and creative pursuits will improve student outcomes.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **PBL Professional Development** | **3000** | **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 Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Custom District Metric 1: District PBL Assessments

**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.*

The Brewster Elementary Schools are committed to engaging families to ensure strong and successful outcomes for all students. It is extremely important to engage our subgroups of students that are economically disadvantaged, students with disabilities, and English Learners.

Our existing, multiple family engagement opportunities, include:

* Monthly thematic All-School meetings recognizing individual student accomplishments
* Daily morning announcements and student lunches with the principal
* Monthly Parents' Group Meetings supporting student needs and organizing family cultural and fun events.
* Quarterly Title I Reading and Math nights
* Monthly Special Education Parent Advisory Council
* Parents Rights Workshop with Special Education advocates each fall for parents of Special Education students
* Quarterly English Learners Parent Advisory Council
* Counseling services on weekends to help support families social-emotional and physical health
* Ongoing translation services for district/school-wide communication via Parent Square (written) and Certified Languages (verbal)

We will grow our engagement with families by adding additional supports for these subgroups via individual communication, small group events, and more communication between those families and our professional staff.

**Certifications**

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

Our Administration has led our community engagement efforts to ensure participation both broadly and specific to our subgroups. We have engaged the following groups:

* Brewster School Committee
* Parent Advisory Council
* School Council,
* Parent Teacher Organization
* Special Needs Parent Advisory Council

In addition, we have engaged and received feedback from teachers, school psychologists, specialists, and have worked with our union (Nauset Education Association) who is in agreement with our recommendations.

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

Date of Approval: 04/30/2020