Student Opportunity Act Plan

Douglas

# 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.*

* First language not English students
* 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.*

The Douglas Public Schools look to continue with the implementation of a new delivery model that will support our students receiving special education services, EL services and Section 504 accommodations. In 2018-2019, we sought to enhance our inclusion model. The existing model had our student who received these services being supported by the content teacher and instructional aids while also receiving academic support by their special education liaison. This model had been proving to be effective in meeting the academic needs and structured supports for this subgroup of students. As we evolved, we explored a model that would include the special education liaison directly into the classroom as a collaborative teacher providing both direct instruction and collaborating with the content teacher on modifications and effective accommodations for these identified students. A persistent barrier to the implementation of this delivery model had been funding to support the addition of certified special education teachers due to persistent budgetary shortfalls. As we made adjustments to our staffing and through a modest improvement in our operating budget status we began to roll this instructional model out with our faculty and special education leadership.

This collaborative instructional model began at the high school level with direct interactions between the participating stakeholders; including faculty, support staff, school counselors, building and district administrators. Parents were engaged in meetings where the model was presented for their consideration and feedback was enlisted as the program began. During the 2019-2020 school year the program was expanded at the high school with the addition of two special education educators who would be actively engaged in participating in the delivery of services through this collaborative instructional model, resulting in an expansion of the program and positive performance data for our identified students. The district also restructured our staffing and hired additional certified special education teachers at our Elementary School that houses grades 2-5. With these additional staff, we implemented the collaborative instructional model across all four of the identified grade levels. The program has been successful and it also engages all of the previously identified stakeholders as active participants in this model. Additionally, the district also hired an additional full time EL teacher to our district-wide staff. The addition of this staff position has allowed us to better meet the needs of our students receiving these specialized services both in the inclusion classroom as well as in small group learning opportunities.

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

The evidenced based programs that the district has adopted is a collaborative teaching model.

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

As for the resources that we will allocate to the expansion of this program will be the planned hiring of two additional special education teachers at the Middle School, along with the monitoring of those positions in place. We will continue to collect, review data that is actively collected within our inclusion classrooms and academic support classes. With the addition of these two additional special education teachers at the Middle School we will be able to fully implement this collaborative instructional model across grades 6-8, while also expanding our support services within our FLEX program. The district will again follow the same strategy for involving all stakeholders in the implementation and assessment of the program at the Middle School.

Evidenced-based program identified by DESE - Team Teaching/ Collaborative Instructional model across grades 2-12 within our inclusion classes as well as expanded EL inclusion and support classes.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **2 FTE Special Education teachers at Douglas Middle School** | **$108,000** | **Classroom & Specialist Teachers** |
| **2** | **Professional Development** | **$2,000** | **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 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 Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)

**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 District has engaged our parents through direct face to face meetings as part of their annual review process. These meetings were attended by faculty, special education liaisons, special education administrators, and building administrators. The Assistant Superintendent of Student Support Services also presented this instructional program to parents during Douglas Parents Action Committee meetings. Parents were also engaged by the students' classroom teachers and special education liaisons throughout the course of the academic year on both the methodologies and effectiveness with student academic growth. The Assistant Superintendent of Student Support Services and building administrators also present to the School Committee on this program both in advance of its implementation as well as presenting on the program's effectiveness in meeting student needs through the sharing of general data related to student performance. The same process was followed by our building based school councils where the program was defined along with the emphasis on meeting the needs of a student subgroup.

**Certifications**

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

Throughout this process all stakeholders were actively involved in the development, implementation, and review of this collaborative learning program. Parents, faculty, administrators, legal counsel, School Councils and School Committee were all active participants in the oversight of this new delivery model within the Douglas Public Schools.

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

Date of Approval: 04/08/2020