Student Opportunity Act Plan

Duxbury

# 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
* 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.*

Duxbury Public Schools has prioritized funding to support targeted reading intervention to our High Needs student population in grades K-12. Our High Needs subgroup consists of Students with Disabilities, Economically Disadvantaged, and EL/Former EL students. Specifically, we have committed our districts' efforts in closing the achievement gap of our Students with Disabilities subgroup based on the results of recent standardized and informal assessment data in reading. Our prioritization of the Students with Disabilities subgroup stems from low achievement and growth in MCAS and other district assessments, as well as recommendations from an independent analysis of our service delivery of students with learning disabilities. At this time, we are focusing on improving district literacy instruction and intervention for our at-risk learners and believe that all students should have achieved reading proficiency by the time they leave our elementary school program.

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

We have observed that a number of our elementary Students with Disabilities were receiving reading instruction outside of the general classroom setting from reading specialists and that our special education teachers had not been provided with adequate specialized, research-based training on the progression of reading skills, and more specifically, how to teach reading to struggling readers and Students with Disabilities. We have co-taught classrooms in our elementary schools, yet students on IEPs were leaving their classroom to receive their reading instruction from our reading specialists. We did not feel that this was in keeping with our commitment to inclusion and providing instruction to our Students with Disabilities in the least restrictive environment which led to our goal of adjusting our service delivery model over the next three years. Once our special education teachers are formally trained, we believe that students will be able to receive their specialized reading instruction within the general classroom setting with increased regularity.

***Focus Area 1:***  Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G

We identified an opportunity in providing our special educators research-based training in a specialized reading approach. According to the Academy of Orton-Gillingham Practitioners, O-G is a direct, explicit, multisensory, structured, sequential, diagnostic, and prescriptive way to teach literacy when reading, writing, and spelling does not come easily to individuals, such as those with dyslexia. It is most properly understood and practiced as an approach, not a method, program, or system. In the hands of a well-trained and experienced instructor, it is a powerful tool of exceptional breadth, depth, and flexibility.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Orton-Gillingham Training Institute for Multisensory Education-ISTE (10 special educators)** | **40,000** | **Professional Development** |
| **2** | **Fundamentals of Teaching Reading Professional Development (PreK-12)** | **5,000** | **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 Growth: ELA mean student growth percentile (SGP)
* Custom District Metric 1: District Benchmark Assessment level and growth

**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.*

* School Committee- School Handbook approval School Improvement Plan approval
* Strategic Plan approval
* SOA Short-Form open public comment, and approval (March 2020).
* Special Education Parent Advisory Council (SEPAC)- SEPAC meets monthly to discuss initiatives aimed to support students with disabilities across the district. Outreach for families and activities for students are planned throughout the year.
* School Council Meetings- Parent representatives (elected), teacher representatives, school administrator representatives meet monthly to provide input to our District and School Improvement Plans and SOA Short-Form as well as to discuss any other school-related concerns. Moving forward, School Improvement Plans will specifically address SOA Short-Form goals, targets, and outcome metrics.
* PTA- Monthly PTA meetings are open for all to attend and ask questions and/or share concerns. Superintendent/Assistant Superintendent attend these meetings several times throughout the year.
* Open House Nights- At Open House Nights, curriculum expectations and the communication plan between parents and teachers is outlined.
* Newsletter- Each of our four schools electronically publishes a weekly school newsletter for all parents including information on various events, curriculum, upcoming activities, etc. and links to the school web page.
* School Websites- The school website is a valuable source of information for parents including Strategic Plan, School Improvement Plans, Curriculum Maps, and other instructional and program details.
* Parent Conferences- Parents are invited to parent conferences two times per year as part of the formal schedule. Teachers invite parents in for specific concerns on an as-needed basis. Parents can always request additional teacher conferences in between scheduled conference days.
* Report Cards- Parents receive report cards two times per year at Chandler School and three times per year at Alden School. Chandler School also provides families with academic progress reports twice per year. Duxbury Middle School and Duxbury High School send home report cards four times per year.
* Parent/Student Compact Title I- Parents of students receiving Title I support receive parent compact annually.
* Celebrations of Learning Nights- Each grade level (K-5) invites parents and students to school for Celebrations of Learning where the students can showcase their learning for families.
* Middle School and High School Curriculum Nights, Course Selection Nights, & Student Recognition Events Parents are invited into the schools throughout the year for curriculum events, for information sessions on various curriculum-related topics, and for student recognition and honor society events.

**Certifications**

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

The Duxbury Public Schools' SOA Short Form draft was presented at School Committee on March 11, 2020. Our Administrative Team, SEPAC and each of the four School Councils and Parent Teacher Associations had the opportunity to review the plan and provide feedback and suggestions. Principals also shared the plans with their faculty at their monthly Faculty Meetings

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

Date of Approval: 03/11/2020