Student Opportunity Act Plan

Gloucester

# 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)
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

The Gloucester Public School District's District Improvement Plan is organized into 4 fundamental categories: Unified and Coherent Curriculum; Meeting Individual Student Needs, Use of Data; and, Professional Culture and Community. With those efforts in mind, and based upon MCAS results, we have identified areas of need within our student population which includes the Lowest Performing, Economically Disadvantaged, Students w/ Disabilities, and portions of our Hispanic/Latino population. Most affected in terms of student performance of these subgroups are one elementary school, the middle school, and the high school.

In addition, Latinx students and English Learners had disproportionately lower proficiency and four-year graduation rates than White students. Four-year graduation rate for White student (90%) is considerably

higher than that of Latinx students (73%). Consequently, White students attend colleges and universities at over a 50% greater rate (62.9%) as Latinx students (41.2%) while college-going rate of special needs (24%) and low-income students (47%) is lower than the schoolwide average (60%).

Chronic absenteeism is dramatically higher among the district's Lowest Performing Groups (as defined by MCAS). Chronically absent refers to students who are absent 18 days or more out of a 180-day school year. To illustrate our concern, at the middle school, 27.7% of the lowest performing subgroup was chronically absent in the 2018-19 school year. With the understanding that absenteeism is associated with student engagement and motivation on one hand, and with achievement on the other, the district is prepared to take steps to lower the rates of chronic absenteeism.

**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)

One area in which we expect to increase our support of students is through the FY21 Budget and beyond by increasing personnel and services to support holistic student needs. With some assistance from the incremental Ch. 70 aid due to the Student Opportunity Act, in addition to the channeling of resources in our operating budget, we are looking to add the following positions:

* Adjustment Counselor--Gloucester High School
* Coordinator of Special Education--Gloucester High School
* English Teacher for Academic Support--Gloucester High School
* Expansion of services of the English Language Learner Coordinator
* In-School Suspension Position (with wraparound services)--O'Maley Innovation Middle School
* Paraprofessional for ELL Program--O'Maley Innovation Middle School
* Reading Specialist--O'Maley Innovation Middle School
* Math and Literacy Interventionists--O'Maley Innovation Middle School Elementary Math Coach
* Elementary ELL Teacher
* ELA Coordinator, K-8

This array of new positions is designed to provide social/emotional support, increased coordination of efforts among Lowest Performing, Economically Disadvantaged, students w/ disabilities, and Hispanic/Latino populations (as well as ELL students).

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the**  **$ character** | **Foundation Category** |
| **1** | **Adjustment Counselor** | **80000** | **Guidance and Psychological** |
| **2** | **Coordinator of Special Education** | **10000** | **Pupil Services** |
| **3** | **Expansion of services of the English Language Learner Coordinator** | **20000** | **Administration** |
| **4** | **Reading Specialist** | **60000** | **Classroom & Specialist Teachers** |
| **5** | **Elementary ELL Teacher** | **60000** | **Classroom & Specialist Teachers** |

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

High Expectations and Effective Instruction in Every Classroom: Teachers have adopted effective student-centered and differentiated instruction. Teachers are willing to take risks in the classroom to implement standards-based, project-based learning, knowing they will be supported by administration. Increased up-to-date technology is available to every teacher to use in supporting student-centered learning, such as video-teleconferencing, use of multimedia in creating and delivering presentations of student learning, and enhanced research. Performance assessments are the norm as students are expected to demonstrate what they know and are able to do in real-world ways. The curriculum and expectations are common in all content areas and levels of classes, while also supporting individual teacher and teacher team creativity. Low-level courses have been eliminated to ensure that every student engages in a college- and career-ready curriculum, and every course will embed higher order thinking skills. Special education is delivered in mainstream classes with adequate supports to support students in college preparatory classes.

For example, at the high school the faculty has developed written curriculum for most courses using an Understanding by Design (UbD) curriculum template focused on skills building and conceptual understanding. The school is in the process of completing these written curriculum for all courses. The high school has also recently launched the "Keys to Literacy '' program in order to embed research-based literacy strategies into the curriculum.

The middle school has developed a Sustainable Improvement Plan which includes principles and guidelines consistent with the High School. To-date, the middle school's primary concern focuses on instructional strategies designed to create independent learners.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Professional Development in support of high engagement teaching** | **20000** | **Professional Development** |
| **2** | **Professional Development in support of technology rich instruction** | **10000** | **Professional Development** |
| **3** | **Coaching support** | **8000** | **Professional Development** |

## Focus Area 3: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

The district will continue to use and refine a number of literacy programs, structures, and strategies on all three levels of what is recognized as tiered intervention. These include the following:

* Tier 1 literacy programs (Reading Street refinement and integration with Empowering Writers)
* Tier 2 programs (Fundations, ECRI)--increase focus on data to determine where Fundations needs to be extended, taught more intensively, i.e., a review of the efficacy of Tier 2 programs and the evaluation of the quality, time, and intensity of instructional practice associated with Tier 2 programs
* Tier 3 programs (RAVE-O)--After training of staff, the district will conduct a review of the second year of implementation; All schools will implement the new, next generation early literacy assessments (DIBELS 8).
* All schools will implement the STAR360 assessment platform
* All special educators and teachers of literacy will receive dyslexia training.
* Teams will work with a consultant to develop a more systematic approach to phonological awareness at grades K - 2, while grades 3 - 6 will explore programming in morphology.
* Teams will evaluate Equipped for Success (Kilpatrick) as a comprehensive approach to phonemic awareness and word recognition.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Dyslexia Training** | **5000** | **Professional Development** |
| **2** | **STAR 360 Benchmark Assessment Platform** | **48000** | **Instructional Materials, Equipment, and Technology** |
| **3** | **DIBELS 8 Literacy Assessment** | **13000** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 4: Dropout prevention and recovery programs (I)

The district is prepared to establish a system designed to meet the needs of students who are susceptible to chronic absenteeism. These include, but are not limited to:

* PACE Program (in-house suspension program); Positive Alternative to Consequences in Education - students receive academic and wraparound support as an alternative to traditional disciplinary actions.
* Bridge Program (student dropout prevention program); PACE, In-school suspension program at the middle school;
* Establish an early warning and intervention system for students who exhibit signs of academic and/or social emotional struggles--Local Early Warning and Intervention System (LEWIS);
* Pursue positive incentives for students to come to school, including those incentives that would interest parents;
* At the elementary level, and complementary to working with all families at all grades, the elementary schools will place particular emphasis on Kindergarten families in order to establish a foundational understanding of the importance of attendance;
* Community Outreach--the district is currently working with several local organizations--Wellspring, Gloucester Health Center, Action Inc., and area pediatricians and general practice physicians to develop a coordinated response to absenteeism Access to Schools--Free bus passes for low-income family for getting students to school and for parents/guardians to come to school for meetings
* ½ days--grant to support free enrichment activities for all students for any early release day

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **PACE Program** | **65,400** | **Other Teaching Services** |
| **2** | **Bridge Program** | **81000** | **Other Teaching Services** |

**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
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: Attendance and discipline reports
* Custom District Metric 2: Grades and course completion/failure rate by subgroup
* Custom District Metric 3: DIBELs Data
* Custom District Metric 4: Star 360 data

**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.*

* Monthly PTO Meetings
* Monthly Site-based Council Meetings
* Monthly PTO/Site Council leader meetings with Superintendent Special Education Parents Advisory Council
* English Language Learner Parents Advisory Council Attendance Officer Outreach in conjunction with principals EL Family Night
* Elementary Math Parent Night Literacy/Title 1 Parent Night Countdown to Kindergarten Night
* [www.gloucesterconnection.org](http://www.gloucesterconnection.org)

Gloucester Public Schools has initiated a collaborative partnership with multiple Gloucester/Cape Ann agencies to develop a community-based website that would provide new individuals and families coming to Gloucester with a one stop website platform to learn about the schools, programs, agencies and resources that are available in Gloucester.

* Centralized Registration

GPS has created a centralized registration process for all new students and families entering Gloucester. Newly registering families will have the opportunity to receive information, support, and resources while registering their students.

Note: This section is subject to subsequent amendments as a result of the newly-formed ad hoc Communications Subcommittee to the School Committee.

**Certifications**

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

The district invited members of each school's Site-Based Council to participate in a discussion and review of a draft proposal for the Student Opportunity Plan. School Committee members, of course, were invited as well. This meeting was held on March 12, 2020.

The full School Committee voted on the plan on March 25, 2020.

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

Date of Approval: 03/25/2020