Student Opportunity Act Plan

Ipswich

# 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
* 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.*

Ipswich Public Schools is committed to ensuring all our students achieve success in school. We find this to be particularly important as we move into the 2020-2021 school year. Although we will be starting the school year in a Hybrid Learning model, we will concurrently be supporting a Remote Learning model for families who chose to engage this way. As a result, we seek to use this funding opportunity to provide additional educational opportunities for our high needs students. We anticipate our high needs students and families will need these structures to thrive in a holistic way during Hybrid or Remote Learning. A review of our 2019 Accountability data for high needs students shows that in some instances our low-income, economically disadvantaged, ELL and students with disabilities present lower MCAS scores than their peers, particularly in the content area of Math. While we would always seek to address and remedy this gap, we find it to be particularly important in a school year where all students will be learning remotely to some extent. Through the funding of additional technology, tutors, materials and Learning Center-style resources, Ipswich Public Schools seeks to best support our high needs students and their families in the coming school year.

**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)

Increased personnel and services to support holistic student needs, especially for our high needs students.

As a review of our Accountability Data shows, high needs students in Ipswich Public Schools need additional academic support. We believe this will be especially true in times of Hybrid and Remote Learning, as students will be more often without the direct, in-school support of our educators. Through this grant, we seek to grow our funding of the academic and social experiences of our high needs students. We will need to be flexible in this support to best match the current educational mode of our district. Therefore, this personnel and services funding to support holistic student needs for our most vulnerable populations may include tutors and instructional guides, needed technology for students who may not otherwise have access and support for high needs students and families with using technology and digital learning tools. This may include the development of Learning Centers. Here, students from all schools in our district would be able to receive support during their times of Remote Learning with priority given to the holistic needs of our students from low income, economically disadvantaged, ELL and students with disabilities subgroups.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Technology** | **10,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Staff (tutors; instructional coaches)** | **37,620** | **Other Teaching Services** |
| **3** | **Materials and Supplies** | **2,000** | **Instructional Materials, Equipment, and Technology** |

**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: Mathematics mean student growth percentile (SGP)
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)

**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.*

Ipswich Public Schools will effectuate and measure increased parent engagement, with specific plans targeted to parents/guardians of low-income students, English learners and students with disabilities. We will consider family engagement at multiple levels within our school district. First, we will engage in discussions with individual families to address the specific needs of their children. This may include home visits, phone calls and/or engaging with families at our Learning Center spaces to increase dialogue between staff and families to best meet the needs of students. Second, we will engage parents/guardians in overall district planning to ensure family perspectives are incorporated into ongoing district initiatives.

This will include continuing to survey families about their experiences with Hybrid and Remote learning, with an emphasis on learning more from families of high need students on how Ipswich Public Schools may best support learning during this difficult time.

**Certifications**

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

This plan was developed after reviewing multiple spring and summer 2020 surveys from our district's parents/guardians,educators and secondary students. Through these surveys, we were able to identify the need for a higher level of content, instruction and technology/digital tools support for families if we were to continue with Remote Learning. The need to support the holistic needs of our high need student population was identified, in particular, through the work of a district strategic planning committee composed of teachers and administrators seeking to identify best practices and needs for all students in the coming school year. The identified need of a "Learning Center" model for high needs students was identified and discussed by this group as we looked at some literature and best practices for them. Additionally, community comment on the need for additional learning supports during times of Hybrid and Remote learning was heard and gathered during a School Committee meeting in August during conversations of potential learning models. Finally, this plan was shared for comment from the district's Leadership Team and the School Committee who discussed it during their August retreat. In these ways, feedback both informing the needs expressed in the proposal and also on the proposal itself involved multiple stakeholders.

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

Date of Approval: 08/20/2020