Student Opportunity Act Plan

Lincoln

# 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.*

* 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 Lincoln Public Schools are committed to ensuring that all of our students are provided with high-quality instruction and the necessary support to make substantial progress towards achieving grade level academic goals. A review of our district data shows that students with disabilities and high needs show the least amount of growth in ELA as represented by MCAS and accountability data. To further address student growth in reading, the district seeks to increase the number of special education liaisons and Reading Intervention Teachers trained in alternative and specialized methods of service delivery and instruction in the area of reading.

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

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

We will continue to provide Wilson Reading instruction to students and upgrade to the latest edition of materials. In addition, we will train more of our special education and reading intervention faculty so that all students who require this method of intervention have access to structured, sequential and researched-based instruction through the Wilson Reading Program provided by effectively trained faculty.

This new initiative is to purchase the Wilson Reading System 4th edition and provide faculty training for the new system. The Wilson Reading Program is used by Special Education Teachers throughout the district. It is designed for students who have been identified with reading disabilities and/or who require a structured sequential multisensory phonics-based reading program.

We must upgrade our materials and train our staff for the new edition. Key updates to the new edition include: improved progress monitoring to better assess student growth, updates to core/academic vocabulary to ensure increased access and growth within the general education curriculum, and added components to better address fluency and comprehension.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the****$ character** | **Foundation Category** |
| **1** | **Wilson Reading System 4th Edition Materials** | **8,100** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Training** | **4,950** | **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 Growth: ELA mean student growth percentile (SGP)
* Custom District Metric 1: ELA SGP of individual students receiving services
* 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.*

Families are engaged in the Team process of developing student IEPs. In addition, families will be informed about the Wilson Reading program and how to support their child at home.

**Certifications**

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

The student services department reviewed data pertaining to students with disabilities based upon MCAS results. The. student services department worked with families through Team meetings and SEPAC events to gather information regarding needs for student support in school and at home.

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

Date of Approval: 07/06/2020