Student Opportunity Act Plan

Scituate

# 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

*The rationale for selecting these student subgroups.*

As noted in our strategic plan, Scituate Public Schools (SPS) is committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district's academic and social/emotional data, our students with disabilities are not experiencing the same level of outcomes as their peers. We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

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

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

Continue investing in Co-teaching: Co-teaching in the Scituate Public Schools classrooms will look different at the different levels (elementary, middle and high schools) to provide a developmentally appropriate experience for students. Co-teaching will be developed among grade level Teams and will include one special education teacher who will be equally responsible for the planning and implementation of each lesson and will take on equal responsibility for the students' learning. In the same respect, the teachers will also be equally responsive to the parents of the students. They will share in the communication with the parents to include, but not limited to, report card development and parent conferences. The co-teaching teams will have common planning time and be involved in sustained professional development at the initial stages of implementation. A long- term vision for our district is to have each grade level function as a Co-teaching team in Grades 4 - 10. This will require an increase of special education teachers and redeployment of resources. We expect that future SOA funds could be used to continue our investment in co-teaching throughout the district.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Special Educators** | **290000** | **Classroom & Specialist Teachers** |

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

Implement comprehensive, standards-based Math curriculum materials for all SPS elementary schools. This upgrade to the elementary math program has been a long time in the making. Unified instructional materials will ensure that all students receive consistently receive a common mathematics learning experience at tier 1 and will also allow teachers to differentiate to meet students' unique needs through tier 2 instruction. The goal of this investment is to address foundational math skills and standards for all students early in their SPS experience. The materials also include software to support regular formative assessment and benchmarking so that student progress can be monitored in real time and interventions provided as needed.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Elementary Math Program** | **75,000** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 3: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Expand the SPS therapeutic program to support students with social and emotional disabilities through middle school. The Therapeutic program is designed for students who have a primary disability documented as an emotional impairment eligibility. Prior to a referral to the Therapeutic program, students will have demonstrated: significant limited emotional/social functioning across settings, an inability to manage emotions, frustrations and/or behaviors and an inability to build or maintain relationships with peers and adults. The program is set up to be a self-contained classroom environment. Students will have the opportunity for mainstream experiences as appropriate. The goal of the Therapeutic program is to provide students with therapeutic, structural, academic and behavioral support so that they are able to participate in the general education setting as much as possible based on the individual needs of each student. The Therapeutic program will aim to increase a student's ability to sustain attention and regulate emotions and behaviors to access grade level curriculum in the general education setting with increasing independence. It will aim to teach students to identify their triggers and utilize coping strategies when faced with a frustrating situation with decreasing support from staff.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Middle School Specialized Program** | **110,000** | **Classroom & Specialist Teachers** |

**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: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: Mathematics mean student growth percentile (SGP)
* Custom District Metric 1: PEAR survey data (taken annually)

**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.*

Scituate Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of students with disabilities. We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing family engagement efforts, we are also committing to the following actions to engage families with disabilities. We will

measure the engagement of families who receive a home visit through a follow up survey.

* Expand bridge the gap support group for parents with disabilities
* Engage families to learn more about new elementary math program
* Coordinate and supply care for our SEPAC meetings
* Resource fair for families about special education
* Include at least one parent of a student with disabilities is on each school council

**Certifications**

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

SPS engaged school committee, school leaders and parent/community leaders in the development, vetting and approval process.

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

Date of Approval: 04/01/2020