Student Opportunity Act Plan

West Boylston

# 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

*The rationale for selecting these student subgroups.*

Our district data consistently indicates that students with disabilities and English Language learners perform below grade level on standardized tests. Students with special needs also score below the state average for students with special needs while all other groups consistently perform about the state average for comparable groups.

**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)

Training and implementation of Wilson Fundations, Wilson Intensive Reading Program and Just Word for levels 1, 2 and 3 in grades K-12.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the**  **$ character** | **Foundation Category** |
| **1** | **Elementary Instructional Materials**  **- Readinf** | **7,750** | **Instructional Materials, Equipment, and Technology** |
| **2** | **K-12 Professional Development** | **10,200** | **Professional Development** |
| **3** | **Special Education Instructional** | **7670** | **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 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 based early literacy indicators

**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.*

Grade level curriculum engagement evenings

**Certifications**

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

District based leaders and teacher leaders reviewed data and determined that these groups continue to need intervention and support. Teacher training to support fidelity of implementation of programs is also needed.

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

Date of Approval: 5/13/2020