Student Opportunity Act Plan

Westport

# 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.*

This student group was selected, as it encompasses the groups of students that have traditionally experienced more difficulty with learning within the classroom and achieving at proficient levels on the state testing (MCAS).

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

Focus Area 1: Supporting educators to implement high-quality, aligned curriculum (E and F)

Educators at the high school level have been working with a consultant to develop curriculum units utilizing the Understanding by Design template. These units are increasing the staff's awareness of the standards, what proficiency within the standard looks like for students, how to effectively teach the students and how to assess student progress within the standards. This work is also helping staff to create more meaningful, project-based assessments that help the students make connections between the course content and the real world.

The district has established a curriculum committee to review curriculum and instruction across all grade levels. This committee is reviewing programs and implementation to ensure that the resources are research-based and align with expectations for students at each grade-level.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Professional Development** | **28500** | **Professional Development** |
| **2** | **SPED Professional Development** | **4500** | **Professional Development** |
| **3** | **Curriculum Development** | **2400** | **Other** |
| **4** | **ELL Professional Development** | **2100** | **Professional Development** |

Focus Area 2: Dropout prevention and recovery programs (I)

The district is running an after-school program to support students that are at-risk for not graduating due to shortages in credits and prior course failures. This program offers academic classes taught be certified teachers to ensure that students are being exposed to quality content. In addition, the program is supported by a guidance counselor that assists students with credit identification, placement, and helps to keep students engaged in school (preventing potential dropout).

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **High School Salaries** | **7650** | **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: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* High School Completion: Four-year cohort graduation rate
* High School Completion: Annual dropout rate
* 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).

**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.*

Teachers will communicate expectations and curriculum standards to families. The district will also use specialized service providers to increase outreach to families of students in the high needs subgroup (ie. Title I staff, ELL staff, translators, special education staff).

**Certifications**

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

During remote learning/instruction time, we engaged families through ongoing communication (ie. email communications, videos with information, and individual calls from translators, SPED staff, Title I staff, etc).

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

Date of Approval: 5/7/2020