Student Opportunity Act Plan

Georgetown

# 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
* 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.*

Students in the high-needs subgroup, which is predominantly special education students within Georgetown, have consistently performed less well than those outside of this group. The administration at Georgetown Public Schools has been working to decrease this achievement gap for the past four years with some success, and would like to continue this work so that these students can make even greater progress.

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

In order to improve the learning of students within the high-needs subgroup, in particular students with disabilities, Georgetown Public Schools would like to implement reading support for Tier 1 students to prevent them from entering the subgroup, and greater inclusive supports at the Tier 2 and 3 levels. This is an integral piece of the district's strategic plan for improvement.

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

Tier 1 - Learning Ally

* 24/7 unlimited access to the Learning Ally online library of 80,000+ human-read audiobooks, including titles with highlighted text, available on iOS (iPad, iPod Touch, iPhone), Android (version 5.0 and higher), MAC, PC and Chromebook
* Educator Portal for progress monitoring and reporting of student reading data
* Customized resources based on individual needs analysis for every enrolled educator
* Goal setting program and resources to get reluctant readers reading
* An online implementation Success Plan, tools, resources and workshops to ensure a successful launch
* Ongoing communications and support from an Educator Success team member to help every enrolled educator through each stage of the solution

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Learning Ally - Digital Learning** | **1599.00** | **Pupil Services** |

***Focus Area 2***: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Georgetown Public Schools is looking to increase professional development for teachers to include UDL and Co-Teaching strategies in order to provide inclusive programming for all students within the district. The district will contract with specialists in the above mentioned areas throughout the 2020-2021 school year in order to train, coach, and observe. Substitutes will be hired so that professional teachers can access this support on the job. The district has already begun this work during the current school year, and wishes to continue the endeavor to increase capacity within the district, train new staff, and begin a "train the trainer" model.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **High Quality Professional Develop In UDL** | **16000.00** | **Professional Development** |
| **2** | **High Quality Profession Development in Co- Teaching** | **16000.00** | **Professional Development** |
| **3** | **Substitute Teachers** | **5491.00** | **Other Teaching Services** |

**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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP) Custom District Metric 1: Improved Teacher Instruction/Evaluation Ratings

**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.*

Administration will continue to stay in touch with families regarding achievement growth for students in the high-needs subgroup. This will be done through emails, SEPAC meetings, student assistant team meetings, and student IEP meetings. The school council and the school committee is always updated about professional development plans throughout the buildings on a regular basis.

**Certifications**

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

The district administrative team worked with teachers, the school committee, and the SEPAC in determining the high priority of inclusive programming throughout the district.

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

Date of Approval: June 11, 2020