Student Opportunity Act Plan

Longmeadow

# 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
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

The Longmeadow Public Schools are committed to the success of all learners and believe the best way to improve student learning is to deeply know and care about every student. Our students with disabilities subgroup as well as our economically disadvantaged subgroup require focused support to decrease achievement and growth gaps as noted by MCAS at all levels in literacy and math relative to typical peers. Longmeadow recognizes that high-quality PreK and early elementary programs build strong academic foundations and help narrow achievement gaps for children who are socio-economically disadvantaged or who are learning disabled.

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

The two subgroups were selected based on MCAS and VOCAL data.

## Focus Area 1: Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers (SOA categories D, F, and G)

Elementary School Impact - Expanding access to preschool by increasing one half-day preschool program to a full-day preschool program. This expansion will allow for an additional emphasis on early literacy. By expanding access to pre-school, young children in Longmeadow will have greater opportunity to develop foundational academic and social-emotional competencies.

Professional development and curriculum materials in the Lively Letters method for preschool will enhance early literacy skills and align with our current kindergarten practice. This will increase our preschool teachers' competency in instructing early literacy and help ensure that appropriate accommodations are in place so that children can fully access the pre-school curriculum. We expect that this professional development and the pre-school's inclusion model will result in positive outcomes for students with disabilities.

Training elementary teachers in Advantage Math Recovery (AVMR) enhances teacher capacity to quickly recognize students who struggle with foundational math skills and provide Tier I interventions to target needs. Teachers will be able to earlier identify students who may have a disability or be behind because of economic disadvantage or gap in education. As a program that is tailored to the individual student learning needs, AVMR will help close achievement gaps between students with disabilities and their educational peers.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Expansion of the preschool program** | **32,000** | **Classroom & Specialist Teachers** |
| **2** | **Early Literacy Professional Development for Lively Letters, Seeing Stars, Visualizing and verbalizing** | **12,000** | **Professional Development** |
| **3** | **Curriculum purchase of Lively Letter, Seeing Stars, Visualizing and Verbalizing** | **6,000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **Advantage Math Recovery professional development** | **21,000** | **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 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)

**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.*

Parents will continue to engage in parent/teacher conferences twice per year. Our elementary schools have embraced standards-based practices that give parents accurate information on proficiency within the standards. Several parent nights are planned at each school, including Title I Parent events. Parents are invited and encouraged to join several District-based committees, including the Parent Curriculum Advisory Council and Special Programs Committees. Superintendent Forums are offered several times throughout the year for all. Parents will also have an opportunity to provide feedback for the development of a new Three Year District Improvement Plan and engage in School Councils. Several District-Wide speaking events are planned each year, focusing on youth and parenting challenges. Beginning in the spring of 2020, stakeholders will be engaged in a district-wide "Equity Audit" being conducted in partnership with the Center for Leadership and Educational Equity. Following a period of qualitative and quantitative data collection and review, CLEE will assist with the development of recommendations that promote identity informed practice and equitable access and high outcomes for all students.

**Certifications**

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

The Longmeadow Public Schools Student Opportunity Plan initiatives were incorporated into our FY21 budget. The budgeting process annually provides stakeholders with multiple opportunities to provide input and feedback. Budget recommendations were developed collaboratively by the Administrative team in accordance with the goals and directives provided by the Longmeadow School Committee. Teachers were engaged with Central Office Administrators through after-school budget meetings.Parents were engaged through Parent Teacher Organizations (PTOs) or Parent Advisory Councils (PACS). Formal public budget hearings, presentations and joint meetings of the School Committee and town Select Board also provided opportunities for public feedback.

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

Date of Approval: 03/10/2020