Student Opportunity Act Plan

Leominster

# 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.*

* First language not English students
* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students
* 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.*

The Leominster Public Schools have identified the above noted student subgroups as requiring focused support based on interim assessments, state assessments and anecdotal teacher input. Leominster currently serves approximately 6000 students grades PreK -12. The identified subgroups make up the following percentages of Leominster's student population:

* 45 % F/R Lunch
* 9 % LEP
* 25 % SpEd
* 29% Home Language not English

A review of the percent of students Meeting or Exceeding on MCAS assessment for the 2019 school year show a significant gap between All Students and the identified subgroups. ELA results, grades 3 - 8:

* All Students 43% Meet or Exceed
* F/R Lunch 28%
* LEP 10%
* SpEd 12%

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

Leominster will focus on the early childhood segment of our population with the Student Opportunity Act funds. Leominster's Preschool population, including Special Education students, students from identified risk groups and model students is approximately 180 students each year. Providing research-based early literacy and numeracy programs to this subset of Leominster students will support a positive start to their public-school experience, decrease identified educational gaps and provide a solid foundation for academic success. The Preschool Staff have worked with the District Director of Teaching and Learning to research Preschool curriculum products for implementation in the 2021 school year.

## Focus Area 1: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

Leominster will purchase and implement a comprehensive early literacy and numeracy program in our Preschool Classrooms. The implementation will involve purchase of a research-based curriculum, outfitting the classrooms with technology equipment to support a digital learning component and professional development for staff throughout the yearlong implementation.

**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
* Custom District Metric 1: Program specific interim assessments
* Custom District Metric 2: Measure of Academic Progress (K)
* Custom District Metric 3: Observational screenings

**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.*

Each of the Leominster schools has a School Council. Every effort is made to mirror the school population within these School Councils. The district has a viable SEPAC and ELPAC who coordinate with the Special Education and ELL Directors. These Directors are a part of the Superintendent's Cabinet and are conduits to and from the SEPAC and ELPAC to District level Administrators.

The current district Strategic Plan was developed with input from all stakeholders through public forums and information gathering sessions. This Strategic Plan is available on the district website and shared with the community through Local Access television broadcast of School Committee Meetings.

The district provides Parent Liaisons at each building and at the district Parent Information Center. These staff members are a direct link to families in need of support. The Parent Liaisons confer with building administration, as well as the District ELL Director, regarding needs and concerns of students and families.

In regard to the Student Opportunity Act resources, input from stakeholders to the recent Strategic Planning Initiative has guided the district in developing the plan. Information regarding the draft plan is available on district social media venues and will be outlined at the televised School Committee meetings. Stakeholders will be invited to provide feedback through a district monitored email.

**Certifications**

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

The Leominster Public Schools engages with stakeholders through a variety of means. Principals are a conduit between

School Council, PTO and school-based parent groups to the Superintendent's Cabinet members in a formal bimonthlymeeting schedule. SEPAC and ELPAC representatives provide input to the Special Education Director and ELL Director. These Directors are members of the Superintendent's Cabinet. This plan will be discussed at televised School Committee session. Viewers will be provided with contact information to provide direct feedback to the Superintendent. The Superintendent' Cabinet members reviewed input from these sources and feedback from open forums held recently for the district Strategic Plan as the group crafted the Student Opportunity Act plan for approval by the Superintendent and School Committee.

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

Date of Approval: 03/16/2020