Student Opportunity Act Plan

Littleton

# 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.*

Vision 2020, Littleton Public Schools' strategic plan, clearly outlines our district's commitment to fostering a community of learners who strive for excellence and thereby prepare each student to be a successful, contributing citizen in a global society. While we are committed to having all students reach excellence, we acknowledge that not all students have had the same levels of success. A review of district data demonstrates that our students consistently score lower on the Mathematics MCAS than on the ELA MCAS. In grades 3 through 5, we had more students either partially meeting or not meeting

expectations on the Mathematics MCAS than on the English Language Arts MCAS. Due to being a small district with low subgroup numbers we are able to identify through accountability data, that our lowest performing group of students scores on average 21.2 points below all students on the Mathematics MCAS. Further examination of the Mathematics MCAS data demonstrates an increase in the percentage of high needs students achieving at the Partially Meeting or Not Meeting Level over the past three years.

As a district, we commit ourselves to closing the achievement gap for students with high needs and recognize that this will take the work of all stakeholders involved in our community.

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

***Focus Area 1***: Increased personnel and services to support holistic student needs (C and/or D)

For the past several years we have had a .8 FTE math interventionist at Russell Street School, an elementary school serving grades 3 through 5. Our students' needs have increased as noted by MCAS data, thereby increasing the need for this interventionist to work as a 1.0 FTE. This teacher pushes into classrooms in order to assist students during their math block as well as pulls students during the intervention block to work in small groups with students that are struggling and with high needs. In having this person transition from a .8 to a 1.0 FTE we would be able to schedule 5.5 more hours of push in and small group intervention. This increase in personnel would allow for more direct tier 2 support for our students with high needs.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Interventionist Educator** | **17,500.00** | **Classroom & Specialist Teachers** |

***Focus Area 2***: Supporting educators to implement high-quality, aligned curriculum (E and F)

A full review of our math curriculum is needed to decide whether or not the current curricular resource is of high-quality and aligned with state standards. This review will entail assessing our current curricular landscape and using EdReports and CURATE to choose an inclusive curriculum. Input from stakeholders indicates that an inclusive to all learners, struggling and gifted, is desired. Additionally, once a curricular resource is chosen, we will need to support educators to implement the curriculum.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Curriculum Review** | **2,000.00** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Curriculum Adoption/Implementation** | **20,000.00** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Curriculum Professional Development** | **10,000.00** | **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: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: Mathematics mean student growth percentile (SGP) Custom District Metric 1: Student Growth on MAP Growth Assessments
* Custom District Metric 2: Acadience Math Assessments

**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.*

As noted in Vision 2020, Littleton Public Schools include families and the community as active and contributing partners in the education and schooling of each child. Given our focus on students with high needs, it is particularly important that we uncover ways to effectively engage the families of these students. We will continue to provide specific tier 2 math progress reports to all families of students receiving tier 2 support. The tier 2 math support interventionist will attend parent teacher conferences in order to connect with families and provide feedback and suggestions as to how together we can support the student. Additionally, the math interventionist, along with other teachers, will continue to promote "Empowering Families" evenings, during which all stakeholders, families, students, staff, and community members, come together to learn through engaging activities and presentations. We will continue to follow up with families about engagement through a survey at the end of the year.

**Certifications**

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

There were several opportunities during which stakeholder input was gathered including during public comment at School Committee meetings, at PTA meetings, as well as School Council meetings. The PTA meeting was held on Wednesday, March 4, at Russell Street School. The School Council meetings were held on Tuesday, March 10, at Shaker Lane School and Russell Street School, during which families and community members provided feedback on the plan. The primary concern from families was the desire for a curriculum that would support

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

Date of Approval: 05/28/2020