Student Opportunity Act Plan

Tewksbury

# 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.*

In reviewing our state and local data, the information shows that our high needs (HN) subgroup criterion-referenced target percentage was 72%, Economically disadvantaged (ED) 73% and students with disabilities (SWD) 51%. In order to close achievement gaps, requiring a criterion-references target percentage of 75% or above, in these areas, the district is targeting these subgroups as a top priority in this act.

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

In reviewing our state and local data, the information shows that our high needs (HN) subgroup criterion-referenced target percentage was 72%, Economically disadvantaged (ED) 73% and students with disabilities (SWD) 51%. In order to close achievement gaps, requiring a criterion-references target percentage of 75% or above, in these areas, the district is targeting these subgroups as a top priority in this act. Additionally, we realize that going from good to great for all students requires training and support for our teachers to effectively and measurably collaborate to write high-quality curriculum maps that include SEL embedded goals.

TFM OLA Feedback advised us to strengthen the consistency of our communication and translation practices to EL families for improved student engagement.

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

District-wide:

Within the last two years, TPS has been committed to strengthening teacher collaboration, communication, and instructional strategies with the optimal goal of improving student achievement for all students, especially students in high needs subgroups. We intend to deepen and continue our work in this area.

Collective Efficacy:

Through a series of specific training and formative survey tools, TPS seeks to improve collective teacher efficacy in planning for the needs of all students, as this factor has the highest influence on student achievement.

"John Hattie and his team have presented Collective Teacher Efficacy (CTE) as the "new number one" influence related to student achievement several times, e.g. at the Annual Visible Learning Conference (2016) or the Collaborative Impact Conference 2017. Although Hattie's latest published list of 195 effects in The Applicability of Visible Learning to Higher Education (2015) puts CTE only in second place, its effect size of d=1.57 is still huge: it is more than two times bigger than that of feedback (d=0.72), and almost three times bigger than the effect of classroom management (d=0.52). The message seems to be clear: together teachers can achieve more, especially if they collectively believe that they can do so!

According to Hattie's presentation at the Collaborative Impact Conference 2017 "Collective Teacher Efficacy" is not about making teachers feel good about themselves. It is more complicated than just believing you can make a difference collectively. One of the authors that come closest to Hattie's definition "collaborative conversation based on evidence" is Jenni Donohoo with her book "Collective Efficacy: How Educators' Beliefs Impact Student Learning". (visible-learning.org)

Coaching High Impact Teacher Teams:

TPS has newly implemented Teacher PLC Facilitators. These teacher leaders need training and PD to effectively lead their respective departments.

"High-impact teams build their collective expertise in the practices that matter most for student achievement: (1) they clarify the learning goals so students are crystal clear about what success looks like; (2) they plan for and infuse formative assessment practices throughout their instruction; (3) they analyze assessment results based on pre-established success criteria and identify specific errors in student thinking; and (4) they take timely, targeted action to provide feedback, reteach, and extend learning In short, they use data frequently and in-depth to make sure that each student succeeds." (RBTteach.com)

UbD Curriculum Mapping

At the cornerstone of all instruction in the classroom is a well mapped and vertically aligned curriculum plan. Combining the 2 goals above, collective teacher efficacy and effective teacher PLC facilitation, the teacher teams will put those collaborative skills together with UbD consultants to create vertically aligned curriculum mapping that focuses on improved student engagement, understanding, and differentiation for a diverse population of learners.

SEL in the Classroom

Social-emotional learning needs to be both discreetly taught AND embedded within the daily lessons and experiences in a classroom. Teachers will learn to connect key SEL strategies to their curriculum maps and lesson planning to meet the CASEL 5 Core Competency needs of all students. School support personnel will be trained in coaching curriculum teams to include those SEL goals and lessons into the UbD Curriculum maps.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Collective Teacher Efficacy for Student Achievement** | **17000** | **Professional Development** |
| **2** | **Coaching Effective Teacher Teams for Student Achievement** | **20000** | **Instructional Leadership** |
| **3** | **Curriculum Mapping for All Learners** | **30000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **SEL in the Classroom** | **12000** | **Guidance and Psychological** |

***Focus Area 2:***  Other district identified evidence-based program – Translation Services for Parents of English Learners

TPS needs to improve its consistency in communication with EL families, specifically by further translating the student registration process, district, school and classroom documents and in-person meetings with parents as noted in the TFM OLA feedback. With SOA funds, we will contract with a notable language translation provider and student data system software to bridge language barriers throughout all facets of the school day.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **EL Translation Services** | **13920** | **Pupil 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.*

* Custom District Metric 1: DESE TFM OLA Approval of Implemented Service
* 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).
* Custom District Metric 2: EL Parent Survey of Translation Effectiveness
* Custom District Metric 3: Visible Learning Surveys
* Custom District Metric 4: High-Functioning Teacher Teams Rubric Analysis
* Custom District Metric 5: Complete UbD Curriculum Mapping District-Wide

**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.*

All buildings have or will be meeting with their school councils and parent groups (PAC's) to explain and gather input around our intended direction. These avenues will be reviewed and additional communication will be determined through end of year parent surveys and televised School Committee meetings.

Additionally, EL families will be surveyed to provide feedback on the effectiveness of the implemented translation services.

**Certifications**

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

We have engaged the School Parent Advisory Committees, Special Education Parent Advisory Committee, District Administration Team, and the Tewksbury Teachers Association Leadership team.

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

Date of Approval: 06/10/2020