Student Opportunity Act Plan

Wakefield

# 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)
* African American/Black students
* Asian students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students
* American Indian or Alaskan Native students
* Native Hawaiian or Pacific Islander students
* White students

*The rationale for selecting these student subgroups.*

This work will impact all students that require early intervention in ELA, Math as well as counseling services.

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

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

Through the building-based data meeting process, teams will identify students performing in the lowest 10% of their class using formal and informal data. From the data meetings, students will be referred to start a 6-week intervention program, that may lead to summer and fall intervention services.

Building Based Data meetings

Building-based grade-level data meeting with administration, reading specialist(s), interventionist(s), and grade level teachers. All buildings are starting the new data meeting structure with a focus on reading.

F&P and Lexia data will be the focus of this meeting

ST Math/iReady:

These will focus on reviewing class data and determining the next steps for targeted reinforcement/review. As an outcome teachers will be able to use big picture trends to target specific class and student needs.

iReady data review to prioritize domains that may need more practice or pre-requisite skills and how to use this data to assign specific practice objectives using ST Math to remediate

Lexia Core5/RAZ Kids Data Review:

We will review how to best utilize these digital resources to monitor student levels, progress, usage, and performance. This will primarily be a time for teachers to analyze their own class reports, prepare for data meetings and plan for the next steps.

Through the use of iReady Data (grades 1-4) or ESGI Data (K) students will be identified using the prerequisite report and the lowest 10%. Students will be sorted using this data first then consult with classroom teachers about the need for intervention. Once that list has been narrowed, students will be referred for intervention.

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|  | **FY21 budget item** | **Amount: enter number, do not use the****$ character** | **Foundation Category** |
| **1** | **Intervention Teacher Salaries** | **42000.00** | **Classroom & Specialist Teachers** |
| **2** | **Counselors and School Psychologists** | **34000.00** | **Other Teaching Services** |
| **3** | **Tiered PD Courses/Consultation** | **48000.00** | **Professional Development** |
| **4** | **Literacy and Mathematics Intervention Materials** | **22000.00** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 2: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

We will expand summer learning and services to accommodate learning loss in the areas of literacy, math, and science. We will also create enrichment STEAM Programs to address gaps in learning experiences.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Two Elementary STEM Teachers** | **160,000.00** | **Classroom & Specialist Teachers** |

## Focus Area 3: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

We will expand learning opportunities in the summer in Reading, Writing, and Mathematics. The program will be coordinated by a summer intervention administrator.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Summer Administrator** | **98,000.00** | **Administration** |

## Focus Area 4: Supporting educators to implement high-quality, aligned curriculum (E and F)

We will expand the Mathematics Curriculum Review to ensure equity and more comprehensive outcomes.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Mathematics Curriculum Material** | **52000.00** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Math PD** | **28000.00** | **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: 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 Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* 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 1: iReady
* Custom District Metric 2: ST Math
* Custom District Metric 3: Lexia Rapid
* Custom District Metric 4: F&P Benchmarks

**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.*

We will present at School Committee, we will attend school-based Council Meetings and PTO's to publicize and recruit these programs. E-mail messages and surveys will be translated and provided to ensure full access and participation**.**

**Certifications**

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

Weekly Meetings have been held with Instructional Leadership Teams including principals. assistant principals, directors, curriculum coordinators, literacy coaches, and teacher leaders to design a data meeting process to identify student needs. Weekly meetings have taken place with early childhood teachers across the district to identify curriculum priorities and to discuss student progress and learning loss.

School Committee has also been kept aprised of this planning and progress.

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

Date of Approval: 01/26/2021