Student Opportunity Act Plan

Wayland

# 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.*

* African American/Black students

*The rationale for selecting these student subgroups.*

In Wayland, the results from both state standardized tests and local assessments indicate that our African-American students are under-performing relative to our general population of students. This pattern has held true for multiple years on MCAS scores in ELA, Math, and Science for grades 3-10. It has also held true on local, standardized literacy and math assessments at the elementary school level.

Therefore, our plan is to focus our efforts on closing the achievement gaps currently experienced by our African-American students.

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

***Focus Area 1:*** Diversifying the educator/administrator workforce through recruitment and retention (D and/or H)

Wayland was awarded a grant from DESE focused on teacher diversification during the 2018-19 school year, and awarded an additional teacher diversification grant for the 2019-20 school year. Our grant efforts have focused on out-of-state recruitment of teachers of color in North Carolina and Georgia, and on working with a human resources consulting organization, TNTP, to address implicit bias in our hiring practices and documents, and to support our efforts to retain and support our existing teachers of color.

The district hired a grant-funded Diversity and Equity Coordinator for the 2019-20 school year. This full-time coordinator engages in a wide variety of activities, including: direct coaching with individual teachers; professional development for groups of teachers and administrators on culturally responsive teaching practices; facilitating equity workshops with parents, guardians, and elected officials; leading focus groups to identify strategies to support existing teachers of color; and identifying institutional barriers to the success of our students of color.

Our district is committed to continuing our recruitment of teachers of color, both in-state and out-of-state, and the Diversity and Equity Coordinator is included in our district operating budget for the following year. In addition, we will continue our work on improving our HR practices, increasing our support for teachers of color, and addressing institutional barriers that prevent our students of color from achieving success, particularly when it comes to access to higher-level middle and high school courses.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Diversity and Equity Coordinator** | **$65,000** | **Instructional Leadership** |
| **2** | **Recruiting teachers of color** | **$7500** | **Operations and Maintenance** |
| **3** | **Professional development on implicit bias and culturally responsive practices** | **$5000** | **Professional Development** |
| **4** | **Facilitating our community advisory group** | **$2500** | **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)
* Custom District Metric 1: Placement of middle school students in advanced math and science classes
* Custom District Metric 2: Placement of high school students in advanced courses

**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.*

Recognizing that different families interact with schools and the district in different ways, our goal is to provide as many opportunities as possible for families to engage regarding their students' needs.

At the school levels, each Principal holds regular meetings of their School Councils, which offer all families the opportunity to meaningfully engage in strategic decision-making. Our district recently conducted a training for all principals on effective School Council procedures to ensure that we are instituting inclusive practices in the way School Councils are run. Principals also hold regular family "coffees" to which all parents/guardians are invited, with an emphasis on topics connected to student achievement and engagement.

At the district level, our METCO Director meets regularly with our METCO parent council and with our Boston-resident families to solicit their engagement and feedback. Our School Committee holds a meeting in Boston each fall (conducted virtually this past fall) that specifically focuses on the needs of our Boston-resident families, which comprise the large majority of our African-American families.

Finally, this year we plan to be more proactive and targeted in providing information to our African-American families about the middle school and high school course registration and placement process to ensure that all our families are in a position to understand and advocate for their children's placement in advanced courses.

**Certifications**

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

Our plan is the product of considerable input from families, staff members, school and district leaders, and elected officials.

Our METCO Director, Dr. Tony Laing, collects regular feedback from our METCO-participating families via our METCO parent council. While our students of color reside in both Wayland and Boston, our METCO-participating families represent the large majority of our African-American students. Our Diversity and Equity Coordinator has run focus groups with both white staff members and with staff members of color to collect feedback about ways to achieve our goal of a more diversified workforce. Our district's Administrative Council, comprising school- and district-level leaders, regularly discusses ways to address the underperformance of our African-American students. Finally, our district has implemented an equity workshop, which includes a variety of parents and elected officials, to collect strategic feedback around our district's efforts to address achievement gaps and improve learning experiences for our students of color.

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

Date of Approval: 1/20/2021