Student Opportunity Act Plan

West Bridgewater

# 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.*

* Title I Students

*The rationale for selecting these student subgroups.*

West Bridgewater Public Schools (WBPS) District Success Plan's mission is to meet and exceed every child's academic, social, and emotional needs by embracing small school values while providing big school opportunities. One of West Bridgewater Public School's strategic objectives listed in the plan is to provide a consistent, rigorous curriculum to prepare our students with the knowledge and skills necessary to succeed in college, career, and life. Based on a review of state and district data (MCAS results, iReady Diagnostic and Growth Monitoring results), our Title l students, specifically at the Howard Elementary School, are not mastering the same achievement level as their state peers and as their non-Title l peers across all subgroups.

Compared to all other accountability subgroups, Title l students are the lowest performing group at the Howard Elementary School. On average, 64% of Title l students are scoring at "not meeting" or "partially meeting" standards in English language arts as measured by MCAS. On average, 84% of Title l students are "not meeting" or "partially meeting" standards in mathematics. Therefore it is our goal to focus on the Title I subgroup and work collaboratively to show an increase in their achievement.

West Bridgewater Public Schools have committed to close the achievement gap for this subgroup of students. We recognize that this critical work will require the efforts of staff, students, and their families.

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

West Bridgewater Public Schools began to adopt strategies to help Title l students accomplish the same achievement level as their non-Title l peers. We will be expanding and enhancing the afterschool program we call Power Hour at the Howard School. Power Hour extends the day for Title l students and focuses on English language arts and mathematics. After a root cause analysis, the three following programs were chosen to help support the Power Hour initiative to improve the academic performance of the Title l student population at the Howard School.

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

An addition of Power Hour teachers will allow staff to support Title l students' academic and social, and emotional needs in a small group setting (less than five students when possible.) The increased after school staff will support improved student performance and help meet the learners' social and emotional needs. The Power Hour Program will allow students to practice and master grade-level curriculum while receiving extra support and encouragement from the teachers. Staff will work on how to manage stress and reduce test-taking anxiety through supplemental academic activities. The creation of Student Success Plans, which will include assessment data, student strengths, student weaknesses, goals, and strategies for improvement, will help teachers better holistically serve these students.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Enhanced Staff** | **14000** | **Classroom & Specialist Teachers** |

## Focus Area 2: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Extending Title l teachers' hours to allow them to provide targeted instructional strategies in an after-school setting, providing opportunity and time to work with classroom teachers to create an intentionally designed program (Student Success Plan), and attending professional development relating to instructional strategies will allow Title l staff to deliver a high-quality Title l program. Teachers will deliver instruction in small group settings (less than 5 students when possible.) Title l teachers and classroom teachers will collaborate on how to serve the Title l student population best. Title l students will receive systematic, explicit instruction in a small group setting.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
|  |  |  |  |
| **1** | **Professional Development** | **5000** | **Professional Development** |

## Focus Area 3: Supporting educators to implement high-quality, aligned curriculum (E and F)

Title l teachers will have access to high-quality standards-aligned curriculum (ex. iReady) and will receive professional development with their classroom teaching peers. Title l teachers will have students working on grade-level curriculum material, allowing for student growth. Teachers will have access to vertically aligned and standards aligned curriculum maps in English language arts and mathematics to provide coherence across grade levels.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **High quality curriculum materials** | **8000** | **Instructional Materials, Equipment, and Technology** |

**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)
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: ELA iReady Diagnostic Results
* Custom District Metric 2: Math iReady Diagnostic Results

**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.*

West Bridgewater Public Schools recognizes that family engagement is critical to ensure success for all students. Research has shown that engagement reinforces learning. High impact engagement that includes sharing and explaining data with families allows families to better support their children. Listening to families about challenges their children are experiencing and then using that information, along with teacher input, to create a differentiated plan to meet the unique needs of the students will help with student achievement.

We recognize that existing family engagement strategies that WBPS are using may not be effective in reaching all families. Therefore, in addition to Parent/Teacher conferences, Open House, our Title l Night and Superintendent Coffee Hour, the district will commit to piloting new programs to involve more families. The Title l Director will hold parent coffee hours monthly to engage the families of the Title l students. Classroom teachers and Title l teachers will be in contact with families regarding progress of their students through the use of progress reports. Families will receive diagnostic results and explanations of the results from iReady diagnostic assessments three times per year to help them gauge their student's proficiency and how they are growing academically. Classroom teachers, as well as Title l teachers and the reading specialist, will be available to answer questions regarding these reports when sent home. Title l teachers will send home emails to families with tips and strategies to help their children. The Title l Director will create and maintain a Title l page on the district website with tips and strategies to help children achieve and thrive academically.

**Certifications**

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

The development of the District Success Plan involved collaboration with families, faculty, and staff across the district. Each school council is involved in planning for success and creating a School Improvement Plan. Each of these plans are approved by the West Bridgewater School Committee. The Superintendent, Building administrators, Title l teachers, and Director of Curriculum worked collaboratively to do a root cause analysis of the Title l scores and from this collaboration the plan was developed to close the achievement gap with our Title l students in grade four, five, and six.

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

Date of Approval: 2/28/2021