Student Opportunity Act Plan

Westwood

# 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.*

* Students with disabilities

*The rationale for selecting these student subgroups.*

As noted in the WPS Strategy for District Improvement, the district is committed to improved student reading and writing outcomes, with a particular focus on ELA at the middle school level. The district is just concluding an ELA curriculum review process and will focus in FY'21 on implementing the recommendations from the curriculum review.

In particular, the District's MCAS data analysis over the last 3 years has identified a persistent and significant gap in performance between students with disabilities and non-disabled students in English Language Arts. This gap is most pronounced at the middle school in grades 7 and 8.

As an illustration of this gap in achievement, on the 2019 grade 8 ELA MCAS, 31% of students in Westwood were identified as partially meeting expectations and 4% as not meeting expectations. By comparison, 65% of Westwood's students with disabilities in Grade 8 were identified as partially meeting expectations on the ELA MCAS assessment. An additional 19% of students with disabilities were identified as not meeting expectations.

We are committed to working to close the achievement gap for this student subgroup using intentional, evidence-based strategies.

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

Focus Area 1: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

The District is choosing to invest these funds into professional staffing (2.0 FTE of new Literacy Specialist services) which are specifically targeted to the middle school level. This staffing will be augmented by additional resources for assessment and intervention for identified students. Ongoing data-based progress monitoring via the STAR assessment will be incorporated into the Literacy Specialists' work with General Education and Special Education teaching staff to target and refine instruction for Student with Disabilities.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **2.0 FTE Literacy Specialists** | **152000** | **Classroom & Specialist Teachers** |

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

In addition to the initiative described above, the district is investing in curriculum leadership at the middle school with a .4 FTE ELA Department Head who will oversee the alignment of ELA curriculum and provide professional development and instructional coaching to teachers.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **.4 FTE ELA Department Head** | **40000** | **Instructional Leadership** |

**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 Growth: ELA mean student growth percentile (SGP)
* Custom District Metric 1: STAR Reading Assessment data

**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.*

The Westwood Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students and is committed to partnering with our parent community. Given that our focus subgroup is students with disabilities, it is particularly important that we find ways to engage with parents of students with disabilities.

For this reason, the District is committed to collaborating with the Westwood Special Education Parent Advisory Council (SEPAC) to ensure ongoing dialogue about the needs of students with disabilities and the District's efforts to ensure their success. We will assist the SEPAC with programming for parents, ensuring district representation at SEPAC meetings, and continue outreach efforts. We will work with the SEPAC to ensure parent representation on school Site Councils and the Superintendent's quarterly meetings with PTO leaders. We will continue to review survey data from parents of students with disabilities regarding the TEAM process. In addition, this year the District is engaged in Tiered Focus Monitoring from the Program Quality Assurance division of the Massachusetts Department of Elementary and Secondary Education which includes parent input surveys and in person interviews with SEPAC leadership. We will carefully consider the findings of this process to identify areas for improvement.

Finally, the District will engage with the SEPAC on the specific topic of student achievement and literacy development by providing data presentations and opportunities for parent input and Q and A at each of the upcoming SEPAC meetings.

**Certifications**

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

The District discussed the proposed Student Opportunity Act plan at its February 13, 2020 School Committee meeting including a dedicated opportunity for public input. It posted the proposed plan on its website for a month of public comment. The district provided an additional opportunity for public input at its March 5, 2020 School Committee meeting prior to voting to approve the plan. SEPAC leadership was present at both School Committee meetings are were welcomed to give input.

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

Date of Approval: 03/05/2020