Student Opportunity Act Plan

Winchester

# 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.*

* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

While all student subgroups have met accountability targets, we continue to work to close achievement gaps, as measured by MCAS, between the average scaled score of all students and the following student subgroups: Grades 3-8 and 10 math (SPED and low-income) and Grades 3-8 and 10 ELA (SPED, EL, and low-income). In addition, we continue to be concerned about results from our MCIEA, climate, and YRBS surveys that show high levels of stress, anxiety, and depression among our middle and high school students, especially within our growing subgroup of students with diagnosed emotional impairment disabilities, and are focusing support for these students through a variety of district initiatives. Major initiatives include later start times, our work with MCIEA, teacher training, social-emotional learning coaches, and a parent-school study committee on student success and well-being.

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

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

Enhanced Core Instruction: Supporting educators to implement high-quality, aligned curriculum (E and F) High-quality, aligned curriculum is increasingly driven in our district by the use of performance-based assessments (PBAs) in all grades and content areas. Now in our fourth year as part of the Massachusetts Consortium for Innovative Educational Assessments (MCIEA), we have continued to expand training and support for teachers to collaborate within and across districts to develop and implement high-quality PBAs that measure how well students learn, transfer, collaborate, and apply knowledge and complex skills. A key part of each PBA is providing deliberate and varied entry points for all students to learn and demonstrate their learning in a variety of ways. We have found PBAs a helpful way to close learning/opportunity gaps for students with disabilities, economically disadvantaged students, and English learners.

We plan to provide for increased support for the development and implementation of PBAs through increased instructional coaching support, provision of professional development workshops/graduate courses, and supported curriculum unit development.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Instructional Coach (K-5)** | **$85,000** | **Instructional Leadership** |
| **2** | **Instructional Coach (6-8) .4 FTE** | **$40,000** | **Instructional Leadership** |
| **3** | **Curriculum Development** | **$25,000** | **Professional Development** |
| **4** | **PBA Workshops** | **$15,000** | **Professional Development** |

## Focus Area 2: Increased personnel and services to support holistic student needs (C and/or D)

A major focus of the district goals and improvement plan for the coming year is to continue to improve students' social- emotional development and wellness through teacher training and curriculum renewal. Our director of counseling, health, and wellness coordinates both curriculum renewal for physical education/health courses as well as enhanced counseling services. We are in year three of a five-year plan to add social-emotional learning coaches at each elementary school and will provide additional nursing and counseling services at the secondary level to support our growing population of at-risk students and families. In addition, we have partnered with community organizations to fund and implement the RULER social- emotional program for grades K-8. Evidence supports our belief that building better awareness and skills around identifying and regulating emotions in earlier grades benefits all students, but is especially helpful for students with disabilities, low- income students, and English learners.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Social/Emotional Learning Coach/Counselor (K-5)** | **75000** | **Guidance and Psychological** |
| **2** | **Nurse (9-12) .5 FTE** | **40000** | **Pupil Services** |
| **3** | **Counselor (9-12) .5 FTE** | **40000** | **Guidance and Psychological** |

**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)

**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 district will effectuate and measure increased parent/community engagement through the following means:

* Monthly meeting of superintendent and other school leaders with Parent Inter-school Council (PISC), which includes presidents of all parent organizations and several community groups, with presentations on PBAs and social-emotional learning
* Monthly meetings of Special Education Parent Advisory Council (PAC) with district leadership and PAC distribution of needs assessment survey to families of students with special needs
* Regular meetings of the English Learner Parent Advisory Council, including coffees, family fun nights, and presentations both at the school level and district- wide
* Regular meetings between district leaders and the Winchester Chinese Culture Association leaders
* Monthly meetings for school and district leaders and parents with the Winchester Coalition for a Safer Community and the Network for Social Justice to plan and implement supports for students
* Monthly school committee office hours to invite individual parent feedback and dialogue.

**Certifications**

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

We conducted a survey of all parents and community members, analyzed the results, and discussed at School Committee.

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

Date of Approval: 03/17/2020