Student Opportunity Act Plan

Winthrop

# 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.*

* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

As noted in our 2018 - 2021 Strategic Plan, Winthrop Public Schools (WPS) is committed to providing progressive learning experiences through a rich program of studies and high-quality instruction that educates, develops and supports all students to reach their full potential and appreciate the diversity in our world as conscientious members of society. We realize that at this time not all of our student sub-groups have experienced the same level of success. Based on a review of our district data, our high needs students are not experiencing the same level of MCAS outcomes as their peers. We also took note of the fact that students in this particular sub-group have also not experienced the same level of success during our district level assessments in grades K - 8. Additionally, our educator workforce does not mirror our student population: Only about 1.2% of our educators are of non-white.

We are committing to intensive work to close achievement and opportunity gaps for this student subgroup and recognize that this important work will take not just the efforts of district staff, but also our families and community.

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

In FY19 the Winthrop Public Schools (WPS) established and implemented a three-year Strategic Plan 2018 -2021. WPS is committed to providing progressive learning experiences through a rich program of studies and high-quality instruction that educate, develop and support ALL students to reach their full potential and appreciate the diversity in our world as conscientious members of society. Based on a review of both district wide assessment and MCAS outcomes it is apparent that our high-needs subgroup has not had the same level of success at any grade level and this has become the highest priority for our district. In studying the data shared with us from DESE in regard to the lowest performing 25% of students in each building, we have found that all are members of our high-needs subgroup.

We are committing to continuing the work that we have begun to close achievement and opportunity gaps for this particular subgroup and recognize that this important work will take not just the efforts of district staff, but also our families and community.

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

Over the last year after implementing our new Strategic Plan in the WPS identified our areas of need and therefore areas of focus, we have begun to adopt the UbD Curriculum Mapping approach. We are completing our first year of Mapping the high school curriculum working with MAC, McTighe & Associates Consulting, LLC. We are in year one of a 3 year plan to deepen this work and involve families in our growth. FY21 will see the continued professional development for the high school staff around the UbD approach and completion of their curriculum maps.

These maps will include the focus of tiered instruction and data-based decision making to target the areas of concern for our high-needs subgroup. In addition, focusing on multiple ways of assessing student understanding.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **UbD Mapping - High School** | **13,000.00** | **Professional Development** |

## Focus Area 2: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

At the elementary level we have begun the same approach only using Keys to Literacy to work with our PreK - 5 teachers to both Map their curriculum using the UbD approach and to strengthen their instructional delivery of a new Early Literacy Program which is in the final stages of being selected. FY21 will see the implementation of a new Early Literacy Program which is being chosen using the DESE Curate program and their top recommendations.

Keys to Literacy consultants will work with our teachers in a variety of capacities to implement the newly adopted Early Literacy Program with fidelity including the focus needed on English Language Learners and differentiation along with data-based decision making in order to address the concerns around instruction for our other member of our high needs sub- group. Along with our concerns around instruction will be the implementation of a variety of assessment strategies to help us better evaluate the learning of our high-needs subgroup.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Early Literacy Program - Implementation (Keys to Literacy)** | **33,000.00** | **Professional Development** |

## Focus Area 3: Dropout prevention and recovery programs (I)

During this FY20 school year we have begun working on our Dropout prevention and recovery programs. We purchased a new online tool to allow us more flexibility in the design and structure of student schedules and course completion. Winthrop High School is now using the Edgenuity online Courses for both credit recovery options and for specific student need. In FY21 we hope to grow the capacity of this new tool and to focus on our larger capabilities in using it.

We understand that we cannot accomplish the goal of closing the gap in this area for our high-needs students without raising our level of family engagement. We will be working hard to develop better forms of family outreach and dialogue to support the growth of this program.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Dropout Prevention and Recovery Program** | **12,000.00** | **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 Growth: ELA mean student growth percentile (SGP)
* High School Completion: Extended engagement rate (5 year cohort grad rate plus percentage of students who are still enrolled)
* 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).

**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 Winthrop Public Schools recognizes that family engagement is a critical factor in ensuring successful outcomes for all students. Based on our data studies we have made the decision to focus on our high-needs subgroup. It has been evident in the past in the WPS that the family engagement level of students within this subgroup is substantially lower than that of our overall student population. For this reason, it is particularly important that we pay close attention to finding ways to effectively engage the families of our high-needs students.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing family events at each school, international night, Title 1 parent events, 20 weeks of Parent English Classes one night a week, ELPAC and SEPAC meetings, we are also committed to building a district wide team to investigate new approaches to increase family engagement.

**Certifications**

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

Winthrop Public Schools district administrators partnered with the school committee, local government, faculty and parents to engage focus groups to ensure broad participation. We executed the following:

* Parent focus group meetings on the following dates:
* District Leadership team meeting covering the topic
* School Committee Meetings covering the topic
* District family budget survey results

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

Date of Approval: 03/16/2020