Student Opportunity Act Plan

Woburn

# 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.*

* First language not English students
* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students
* 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.*

The Woburn Public Schools has created a Blueprint for our Future. This strategic plan details our district wide work around high quality instruction to be continued or developed to ensure student achievement and growth. Over the past few years we have developed programs and initiatives at the elementary level to improve student performance. These initiatives use data to inform instruction and curriculum development. Even with these new initiatives in place, not all student groups have shown similar gains toward the proficiency level. Based on district MCAS data, high needs students are not demonstrating the same level of proficiency on MCAS as our aggregate group.

2019 MCAS data indicates that we have 52% of students in grades 3-8 are meeting or exceeding expectations in ELA, while we have 19% of our Special Education students, 32% of our English Learners, and 38% of or Economically Disadvantaged students meeting or exceeding expectations. In grade 10 we have 63% of students meeting or exceeding expectations in ELA, while we have 21% of our Special Education students, 24% of our English Learners, and 47% of our Economically Disadvantaged students meeting or exceeding expectations.

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

Over the past few years, the Woburn Public Schools has consistently analyzed DESE and district metrics to determine student need and drive allocation of resources. As indicated above, we have identified our Special Education, English Learner, and Economically Disadvantaged students as the subgroups this plan will address. As this initiative will focus on a research- based early literacy program, all seven of the district's elementary schools will be impacted.

***Focus Area 1:***  Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

Currently, we have some components of a viable early literacy tiered instruction program, but are missing an up-to-date, research-based, core comprehensive curriculum to ensure that all students have access to robust literacy instruction throughout the day. During the 20-21 school year a committee will be assembled to audit curriculum resources using EdReports and CURATE as a guide for determining whether selected materials meet expectations in regards to alignment and usability.

As a district, we have adopted the FUNdations program for all Tier 1 students in Grade K-2. Throughout the 20-21 school year resources will be allocated to deepen professional development, specifically in the area of literacy, for all K-2 educators, as well as purchase programming and provide professional development for PreK educators. In order to ensure evidence-based resources are available at all Tiers, resources will also be allocated to deepen professional learning in the Wilson Reading Program.

Additionally, we have worked over the past three years to develop collaborative structures for our K-3 educators to meet bi- weekly in school-based Professional Learning Communities led by literacy leaders, to look at data and examine best practices. The work of the PLCs drives the work done in our intervention/enrichment block, titled "WIN" for "What I Need." Utilizing our district data (DIBELS & DRAs), teachers work collaboratively during PLCs to determine student groups, goals and instructional plans for students. The district's vision has been to strengthen our teachers’ capacity to analyze data on student skills, while targeting the needs of students and closing achievement gaps. However, what has been evident through this work is a lack of resources to meet the needs of all of our students at each tier of intervention.

The impact of COVID this school year has derailed our ability to provide this intervention time. However, this program continues to be a top priority for our district. Over the next three years we would like to continue to strengthen our WIN Block program through the adoption of a researched based reading program, increased professional development for teachers, coaches, and administration, and partnership with parents through our English Learner and Special Education Parent Advisory groups.

The district will continue to support the position of Content Specialist at each elementary school as well as use Title 1 funds to provide for interventionists at each of the Title 1 Schools. The district will also help to support the selection and adoption of a new Reading program for the elementary schools along with professional development that will focus on all educators strengthening their Literacy instruction.

School-based Teams at each elementary school are composed of one literacy leader (Content Specialist) that works as a member of the District Literacy Team. This distributive leadership structure allows for a continuous feedback loop between the school-based teams and the district teams. This structure will be utilized throughout the adoption of a new program to ensure that all staff contribute to the selection of this new program.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Wilson, Fundations** | **11,025** | **Professional Development** |
| **2** | **Core Reading Program** | **118,975** | **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
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: District Benchmarks: DIBELS and DRA
* Custom District Metric 2: IXL and Lexia Growth
* Custom District Metric 3: District created formative and summative assessments

**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 Woburn Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage the families of our high needs students. We recognize that while we have made steps toward improving family engagement with our high needs families, existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing family events, and monthly PTO and School Council meetings at each school, we are also committing to engaging families throughout the selection process of a new curriculum, informing families of new programming, as well as family engagement events that will be planned to incorporate best ways to support students in early literacy instruction and learning. Additionally, updates will also be provided to both our SEPAC (Special Education Advisory Council) and ELPAC (English Learning Parent Advisory Council.)

**Certifications**

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

As a part of the SOA planning process a survey was sent to stakeholders, including staff, families, and community groups to provide feedback on the Woburn Public School's draft plan. Furthermore, this plan was presented to the Subcommittee for Curriculum & Assessment for additional input on 1/12/2021, as well as to the full school committee for feedback and approval on 1/13/2021.

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

Date of Approval: 01/13/2021