Student Opportunity Act Plan

Medford

# 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
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students
* Asian students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students
* American Indian or Alaskan Native students

*The rationale for selecting these student subgroups.*

Medford Public Schools' proposed Strategic Plan includes a focus on the academic and social-emotional needs of our diverse population. As such, the district has decided to focus on four areas: (1) literacy support for at-risk readers, with a focus on the accountability subgroups at the elementary, middle, and high school levels; (2) outreach for non-English speaking families to increase family engagement; (3) teacher professional development with early literacy and literacy across content areas, and (4) professional development on cultural competency and culturally responsive teaching.

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

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

Through the SOA, the district will supplement and support literacy programs and literacy needs across content areas for grades K–12.

* Additional Enhanced Core Reading Instruction materials (specifically additional ECRI Tier 2 Foundational Skills materials beyond the current purchase).
* Tier 2 materials support at-risk students in order to increase their success during Tier 1 instruction
* Additional instructional literacy intervention materials at the secondary level
* NWEA MAP Growth - This program allows for standardized progress monitoring throughout the year. Additional components of NWEA MAP Growth include supplemental intervention materials. With the data, educators and instructional leaders can understand student progress as well as utilize additional features that tailor specific interventions for struggling readers through programs offered through NWEA MAP Growth as well as Lexia Core-5 and Lexia Power- Up.
* Coaching and professional development specific to literacy for grades K-5
* Coaching and professional development specific to literacy across content areas for grades 6-12
* Professional Development for teachers on Cultural Proficiency and Culturally Responsive Teaching with a focus on district subgroups

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **NWEA MAP Growth** | **35,660** | **Administration** |
| **2** | **Literacy Support Materials, K-12** | **6,500** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Professional Development, K – 5 Literacy** | **15,000** | **Professional Development** |
| **4** | **Professional Development, 6 – 12 Literacy Across Content Areas** | **15,000** | **Professional Development** |
| **5** | **Bilingual Family Liaisons 4 @ 10 hours per week** | **42,000** | **Other** |
| **6** | **Cultural Proficiency/Implicit Bias and Culturally Responsive Teaching Professional Development** | **24,500** | **Professional Development** |

**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: Early literacy screening (Grades K-2)
* Custom District Metric 2: NWEA MAP Growth to support progress monitoring (Grades 3-10)
* Custom District Metric 3: Lexia Core-5 and Lexia Power-Up (Grades 3-10)
* Custom District Metric 4: Benchmark assessments (Grades K-12)
* Custom District Metric 5: Teacher evaluations on Professional Development offerings
* Custom District Metric 6: District surveys on outcomes related to Cultural

**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.*

Part-time bilingual family liaisons will support non-English speaking families and increase community participation in district and building-based events. Increasing family engagement opportunities is critical to ensuring successful outcomes for students. This could include partnering with the Parent Information Center, Medford PTOs, SEPAC, DELAC, Medford Family Network, conducting home visits, bilingual needs assessments, and providing additional interpretation support.

**Certifications**

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

Prior to the Pandemic 2020 closure, the Medford Public Schools provided a survey, translated into multiple languages, for

families to respond to. The bulk of our parent engagement occurred following the Pandemic 2020 Closure. We hosted roundtable listening sessions on many topics. One of these included the SOA and how we can best support our students.

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

Date of Approval: 06/15/2020