

**Westwood Public Schools
FY'22 SOA Plan Amendment**

Commitment 1: Student Group Selection

Which Student Groups do you want to target for gap closing?

Students with disabilities

Please provide your rationale for selecting these students groups, including gaps you are addressing for each student group.

As noted in the *WPS Strategy for District Improvement*, the district is committed to expanding the use of ongoing assessment data and looking at student work to target instruction to what each student needs. A review of student achievement data indicates a persistent gap in performance between students with disabilities and their non-disabled peers in middle school math. For example, on the 2021 MCAS, whereas 65% of students in the aggregate met or exceeded expectations, only 29% of students with disabilities did so. Furthermore, this gap widens as students transition from elementary school to middle school. We are committed to working to close the achievement gap for this student subgroup using intentional, evidence-based strategies.

Commitment 2: Evidence Based Program Selection

Which Evidence-Based Programs will your district implement to reduce gaps in learning experiences and outcomes for targeted student groups? (We strongly recommend selecting no more than four.)

- *Inclusion/co-teaching for students with disabilities and English Learners (SOA categories D and E)*
- *Increasing opportunities for educators and support staff to engage in a cycle of continuous improvement, utilizing district and school teaming structions (SOA categories B and E)*
- *Supporting educators to implement high-quality, aligned curriculum (SOA categories E and F)*

Commitment 3: Budget Detail Table, Metrics for Success, and Implementation of Evidence-Based Programs

Please confirm the EBP selection above.

8. Inclusion/co-teaching for students with disabilities and English learners

Please describe your rationale for selecting this EBP. (This question is optional)

This evidence-based practice logically addresses this gap by providing access to high-quality instruction and content and additional support from general education math specialists as well as educators skilled in providing specialized instruction.

For your reference, below are your district's additional FY'22 Chapter 70 allocations, as well as its ESSER II and ESSER III grant allocations.

ESSER II: \$85,841
 Chapter 70: \$88,230
 ESSER III: \$170,448

Districts often use multiple funding streams to support the implementation of Evidence-Based Programs. Please indicate all sources that you will be using to implement Evidence-Based Programs in your SOA plan. If some expenditures (e.g. FTE salaries, curriculum materials) are split across multiple funding sources, please indicate the estimated total amount for each funding sources.

How is your district utilizing funds to implement this EBP?

	Budget Item	Total Amount	Number of FTE	Foundation Category	Funding Source
1	Math Specialist	106000	1	CLASSROOM & SPECIALIST TEACHERS	LOCAL+APPROPRIATIONS+(CH.+70)
2	Special Educator	111800	1	CLASSROOM & SPECIALIST TEACHERS	LOCAL+APPROPRIATIONS+(CH.+70)

What metrics will you be using to assess whether this EBP is having its intended effect on gap closing?

- Student Achievement: Mathematics achievement as measured by average scaled scores
- MCAS Student Growth: Mathematics mean student growth percentile (SGP)
- Other - Write In: STAAR Assessment Data

Help us understand how your district is implementing this Evidenced-Based Program. In the table below, please indicate which of the following high-quality components are included in your approach to addressing each focus arena and the stage of implementation for each component.

You have selected Evidence-Based Program #8: Inclusion/co-teaching for students with disabilities and English learners

	Not started	Pre-implementation planning/capacity building	Partial implementation	Full implementation	Not a component of our approach
Tier 1 academic expectations are articulated and known by all, and provide equitable access to high quality, coherent standards-aligned curriculum. Within tier 1 there is a range of supports to meet the needs of all learners and provide access to grade level content. In addition, there is a range of tier 2 and 3 academic interventions (aligned with tier 1 curriculum/programming) targeted to specific skills/needs of the student and identified by assessment data				X	
All instruction, interventions, and supports are evidence-based, culturally sustaining, and universally designed			X		
IEPs for students with disabilities are designed and implemented to ensure that all SWDs are able to access and make progress within the general curriculum and students are provided tiered support, as appropriate				X	
All English learners have access to appropriate ESL services and are able to access the general curriculum and tiered systems of support				X	
Schedule ensures students have access to services; all minutes and service delivery expectations are met				X	
Professional development is provided on meeting the specific needs of students with disabilities and language learners, anchored in a shared commitment to providing the least restrictive environment for students				X	
A culture that exists to support the use of data to drive instructional decisions and identify and address inequities. Data is gathered and analyzed to identify student-specific academic, linguistic, social-emotional, and behavioral needs			X		
Adequate time is scheduled for meaningful collaboration between paraprofessionals, general educators, special education staff, and ESL staff				X	
Staffing models for co-teaching reflect evidence-based practices in co-teaching				X	
School schedules incorporating co-teaching models provide ample time for co-teachers to build relationships, clearly define roles, and work collaboratively (i.e., through common planning time)			X		

In one or two sentences, please describe immediate next steps for implementation of this EBP.

As we begin scheduling and student placement for next year, we will ensure that there are appropriate structures in place to support the model. As we begin our PreK-12 Math Curriculum Review this spring, we will ensure that special educators and specialists are included on the committee.

Commitment 3: Budget Detail Table, Metrics for Success, and Implementation of Evidence-Based Programs

Please confirm the EBP selection above.

- 4. Supporting educators to implement high-quality, aligned curriculum

Please describe your rationale for selecting this EBP. (This question is optional)

As part of our ongoing curriculum review process, the district will be undertaking a PreK-12 review of our math curriculum. This will provide an opportunity to ensure that the curriculum at the middle school grade levels are aligned to the standards, as well as horizontally and vertically integrated. At the time of our last math curriculum review, the standards had just been revised. We are interested in reviewing and adopting new or additional curriculum materials to better align with standards and meet the needs of all students.

	Budget Item	Total Amount	Number of FTE	Foundation Category	Funding Source
1	Curriculum Review Process	10000	N/A	PROFESSIONAL DEVELOPMENT	LOCAL+APPROPRIATIONS+ (CH.+70)
2					

What metrics will you be using to assess whether this EBP is having its intended effect on gap closing?

- Student Achievement: Mathematics achievement as measured by average scaled scores
- MCAS Student Growth: Mathematics mean student growth percentile (SGP)
- Other - Write In: STAAR Assessment Data

You have selected Evidence-Based Program #4: Supporting educators to implement high-quality, aligned curriculum

	Not started	Pre-implementation planning/capacity building	Partial implementation	Full implementation	Not a component of our approach
Engaging in a curricular landscape analysis to assess the extent to which the district is implementing high-quality, standards-aligned core curriculum materials, as defined by CURATE or a similar independent, research-based, third-party reviewer				X	
Utilizing a regular selection and adoption process that allows ample time for teachers and administrators to reflect upon the evidence base				X	
Initial professional development to support educators' understanding and use of new high-quality, standards-aligned curricular materials		X			
Regularly scheduled and ongoing professional learning and support for educators to implement new materials effectively, utilizing grade-appropriate, well-scaffolded assignments		X			
District has a process in place for frequently monitoring of the extent to which the intended curriculum is being delivered in classrooms across the system				X	
Schools have a team (e.g., instructional leadership team, curriculum implementation team) tasked with leading, planning, and monitoring the implementation and outcomes of curricular materials				X	
School teams (e.g., grade-level teams, ILT) receive training and support to effectively utilize collaborative planning time to utilize data (e.g., from formative and summative assessments, looking at student work, classroom observation data) to engage in a continuous cycle of improvement				X	
Building systems for ongoing two-way communication with families and stakeholders regarding materials and student progress				X	

In one or two sentences, please describe immediate next steps for implementation of this EBP.

Launch the PreK-12 Math Curriculum Review.

Commitment 3: Budget Detail Table, Metrics for Success, and Implementation of Evidence-Based Programs

Please confirm the EBP selection above.

15. Increasing opportunities for educators and support staff to engage in a cycle of continuous improvement, utilizing district and school teaming structures

Please describe your rationale for selecting this EBP. (This question is optional)

The middle school revised its schedule beginning this year to incorporate a WIN block for the purpose of providing differentiated support and intervention to students based on ongoing assessment data. This evidence-based practice aligns with our goal of decreasing performance gaps for students with disabilities and is one of our strategic priorities.

	Budget Item	Total Amount	Number of FTE	Foundation Category	Funding Source
1	Annual Subscription to STAAR Assessment Tool	29000		INSTRUCTIONAL MATERIALS, EQUIP. & TECH.	LOCAL+APPROPRIATIONS+(CH.+70)
2	Annual Subscription to Freckle (adaptive student practice tool)	14000		INSTRUCTIONAL MATERIALS, EQUIP. & TECH.	LOCAL+APPROPRIATIONS+(CH.+70)

What metrics will you be using to assess whether this EBP is having its intended effect on gap closing?

- Student Achievement: Mathematics achievement as measured by average scaled scores
- MCAS Student Growth: Mathematics mean student growth percentile (SGP)
- Other - Write In: STAAR Assessment Data

In one or two sentences, please describe immediate next steps for implementation of this EBP.

This is the second year that the middle school has employed the use of the STAAR assessment tool, and the first year that the schedule has provided a dedicated intervention block. We will continue professional development and training in the use of ongoing formative assessment data to inform planning and instruction.

You have selected Evidence-Based Program #15: Increasing opportunities for educators and support staff to engage in a cycle of continuous improvement, utilizing district and school teaming structures

	Not started	Pre-implementation planning/capacity building	Partial implementation	Full implementation	Not a component of our approach
Ensuring school and district buildings are welcoming environments for families (e.g., signage, parent center, interpreters and translated materials)			X		
Prioritizing the hiring of staff with diverse backgrounds that reflect cultures in the community (e.g., administrators, instructional and support staff, bus drivers, custodians)			X		
Utilizing multiple communication strategies and tools (e.g., face-to-face meetings, WhatsApp , Classroom Dojo, Zoom conferences) to engage with families in ways that work best for them.				X	
Providing professional development and time for educators to build meaningful relationships with families, such as implementing parent-teacher home-visiting programs					X
Collecting formal and informal data from families and students (e.g., annual school climate surveys, focus groups) to identify issues and concerns and using those data to drive continuous improvement				X	
Ongoing PD for district and school staff in effective family engagement that addresses skills and knowledge, developing trusting relationships, addresses beliefs and values, and reflects the cultures and values of families in the community.			X		
Collaborating with families to develop and implement a comprehensive approach to supporting meaningful family involvement as children progress through the school system and into postsecondary settings.				X	
Training family volunteers from diverse neighborhoods and backgrounds to serve as mentors/cultural brokers to help other families become more engaged in schools					X
Developing robust partnerships with community organizations and agencies and connecting families with them.				X	
Creating safe spaces for families to participate as partners in meaningful decision-making at the district and school level--providing supports, as needed, to effectively participate.				X	

Commitment 4: Engaging All Families

What metrics will your district use to measure greater family engagement?

Ongoing review of parent surveys, such as post-IEP meeting feedback; districtwide parent surveys; tiered focused monitoring interviews with SEPAC; equity audit findings; SC office hours participation rate.

For reference, please see below for your prior submission, which summarized your original stakeholder engagement process.

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 were welcomed to give input.

Districts and schools are expected to re engage stakeholders as part of the SOA amendment process. We also recognize that districts engaged stakeholders through the ESSER III plan submission. In a few sentences, please tell us more about what you heard from your stakeholders, particularly those from historically underserved groups, and how that feedback is reflected in this amendment.

In Fall, 2021, the District surveyed parents regarding the use of ESSER III funds. With 885 responses from a variety of stakeholders, 57% of respondents indicated that they believed there should be equal emphasis in dedicating resources to providing social emotional and mental health supports as well as additional strategies for responding to learning loss due to the pandemic. 23% indicated a desire to focus solely on assessment and intervention for learning loss, with the remaining 20% wanting to focus solely on SEL and mental health.

Westwood received \$170K in ESSER III funds. All of the ESSER III funds (as well as additional Town funds) will be dedicated to hiring additional adjustments counselors to expanding capacity to address SEL and mental health needs of students and families.

We believe that supporting the social emotional and mental health needs of students is an integral part of facilitating students' academic growth as well. Therefore, the allocation of our ESSER III funds is related to the work we described in the SOA amendment. However, the SOA amendment describes how we are applying Chapter 70 and town funds to support academic intervention.

The proposed allocation of funds was discussed as part of the budget process with members of the SEPAC. The proposed SOA amendment was also shared with SEPAC for feedback.

The FY'22 SOA Amendment was reviewed and discussed at the March School Committee meeting, with an opportunity for public comment.