Every Student—Every Day

Wareham Public Schools
Student Opportunity Act

Date: April 9, 2020
Student Opportunity Act
Prepared for: The Wareham School Committee

Vision Statement: Wareham Public Schools offers: Challenging, engaging, innovative, globally minded educational experiences, providing a competitive advantage for our students, our school, and our community, to ultimately create a better world.

Vision Statement (requesting revision): Wareham Public Schools believes that all members of our school community should be Appreciated, Impactful, Joyful, Connected, and Balanced in order to continue to offer Challenging, Engaging, Innovative, Globally Minded educational experiences, providing a competitive advantage for our students, our school, and our community, to create a better world.

“We are the World”

womenspeakersassociation.com
Student Opportunity Plan: SY 2021-2023

Commitment 1: Focusing on Student Subgroups
Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

Wareham Public Schools will focus on early education for economically challenged students. The long-standing problem was diagnosed using data and indicated that our youngest students were reading at 50-60% below the national norm, according to the Formative Assessment System for Teachers (FAST). Due to this persistent problem, as students moved through the system, never able to gain the necessary literacy skills, all future learning was compromised. The disparity of Wareham students, when measured against the norm, created substantial inequity. Students that had the skills moved on to higher-level learning opportunities while students that did not have the skills floundered. Predictably, the same disparity that existed in Kindergarten remained through high school, representing 50-60% of Wareham’s students. Success on the MCAS test seems predicated on the attainment of early literacy skills.

PreK-2 attend the John W. Decas Elementary School. According to the FY 20 Title I workbook, the district is 79.7% low-income. It is imperative that students have the fundamental literacy skills early (we have data tracking students’ literacy and math skills for the last five years), and we believe we have found answers to mitigate this issue. We have data to indicate that current practices are correcting the inequities.

2018-2020 Grade 2 FAST Data (Normative Category)

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>Season</th>
<th>Way Below</th>
<th>Below</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>2018-19</td>
<td>Fall</td>
<td>21%</td>
<td>13%</td>
<td>60%</td>
</tr>
<tr>
<td>2</td>
<td>2018-19</td>
<td>Spring</td>
<td>17%</td>
<td>14%</td>
<td>62%</td>
</tr>
<tr>
<td>2</td>
<td>2019-20</td>
<td>Fall</td>
<td>27%</td>
<td>14%</td>
<td>48%</td>
</tr>
<tr>
<td>2</td>
<td>2019-20</td>
<td>Winter</td>
<td>19%</td>
<td>13%</td>
<td>57%</td>
</tr>
</tbody>
</table>

Key

<table>
<thead>
<tr>
<th>Way Below</th>
<th>Below</th>
<th>Average</th>
<th>Above Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-19.99</td>
<td>20.00-29.99</td>
<td>30.00-84.99</td>
<td>85.00</td>
</tr>
</tbody>
</table>

Commitment 2: Using Evidence-Based Programs to Close Gaps
What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

The District will enhance core instruction by continuing to implement research-based early literacy programs (processes) in PreK-2. The evidence-based process our District has adopted to deepen and best support the achievement gap uses a neurological approach. By integrating movement that connects the left and right hemispheres of the brain, our students have made significant, sustained skill acquisition. As indicated in, Building the Brains “Air Traffic Control” System: How Early Experiences Shape the development of Executive Function (Center on Developing Child, Harvard University, 2016); “The same neuroplasticity that leaves executive functioning skills vulnerable to genetic and environmental disruption also presents the possibility of actively promoting the successful development of these skills” (p. 8).
Interventions that include an explicit focus on executive function skills do not need to be implemented separately from those focused on instruction in early literacy and math abilities”.. Children who experienced a curriculum that combined support for executive function skills also performed better than their ‘usual practice’ peers on tests of early literacy abilities, as well as on measures of emotional understanding and social problem-solving (p. 10).

The funding will assist students by providing them the extra support needed during flexible grouping time. We identify strengths and challenges in all students using triangulated data. We flexibly group all grade level students based on need and move students readily once they have attained the necessary skills determined through data collection. The idea is to offer ALL students the essential fundamental skills that become part of who they are, and then they can equitably participate in enhancing their academic lives.

<table>
<thead>
<tr>
<th>FY21 Budget Item(s)</th>
<th>Amount</th>
<th>Foundation Category</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paraprofessionals</td>
<td>$53,795.00</td>
<td>Classroom-Paraprofessionals</td>
</tr>
<tr>
<td>Retirement Contribution 9%</td>
<td>$13,364.00</td>
<td>Employee Benefits</td>
</tr>
<tr>
<td>Training paraprofessionals</td>
<td>$4800</td>
<td>Professional Development</td>
</tr>
</tbody>
</table>

### Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. *(Please note that targets will be added to this section once SY 2020 data is released this fall.)*

1) DESE outcome metrics: 2) Custom district metrics: 3) Company created metrics

A number of metrics are used:

2. Grades K and 1: NWEA (Oral Reading Fluency-computer-based) first year implementing as this assists with strong and efficient data connected to Florida Reading Research Institute and a teacher friendly dashboard. Prior to this measure we used FAST and this was administered by a team, not the classroom teacher, as a way to mitigate bias. Teacher administered: Letter Sound, Letter Sound Fluency (one minute timed mixed upper and lower case, High Frequency Words and some Phonological Awareness, and Developmental Reading Inventory (DRA).
3. Grade 2: FAST (computer-based); Teacher administered: Phonological Awareness for those that need it, High Frequency Words, and DRA.
4. Lexia is used to support students as well and formative data is retrieved by teachers and used to inform instruction.
5. A ‘Data Wall’ is used to record and monitor the various data collected.
6. We have been tracking students since we began this work and will use 3rd and 4th grade MCAS results to contribute to effective practices in grades PreK-2. Although improved from 2018-2019, Wareham still has work to do to present students as equitable when comparing those to other Commonwealth schools.

Indirectly affected and measured are:

1. Suspension and discipline data
2. Special Education Referrals
3. Professional Staff Survey (4 years of data)
4. Parent Survey (4 years of data)

**NWEA, FAST and DRA measures are prescribed at defined times and given three times a year.**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Year</th>
<th>Time</th>
<th>Way Below</th>
<th>Below</th>
<th>Average</th>
<th>Above</th>
<th>% Low</th>
<th>% Mod-High</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>2016-2017</td>
<td>Fall</td>
<td>37%</td>
<td>12%</td>
<td>48%</td>
<td>3%</td>
<td>49</td>
<td>51</td>
</tr>
<tr>
<td>K</td>
<td>2016-2017</td>
<td>Spring</td>
<td>23%</td>
<td>19%</td>
<td>51%</td>
<td>7%</td>
<td>42</td>
<td>57</td>
</tr>
<tr>
<td>1</td>
<td>2017-2018</td>
<td>Fall</td>
<td>28%</td>
<td>17%</td>
<td>48%</td>
<td>7%</td>
<td>42</td>
<td>55</td>
</tr>
<tr>
<td>1</td>
<td>2017-2018</td>
<td>Spring</td>
<td>21%</td>
<td>9%</td>
<td>54%</td>
<td>16%</td>
<td>30</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>2018-2019</td>
<td>Fall</td>
<td>21%</td>
<td>13%</td>
<td>60%</td>
<td>6%</td>
<td>34</td>
<td>66</td>
</tr>
<tr>
<td>2</td>
<td>2018-2019</td>
<td>Spring</td>
<td>17%</td>
<td>14%</td>
<td>62%</td>
<td>8%</td>
<td>31</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>2019-2020</td>
<td>Fall</td>
<td>19%</td>
<td>10%</td>
<td>62%</td>
<td>9%</td>
<td>29</td>
<td>71</td>
</tr>
<tr>
<td>3</td>
<td>2019-2020</td>
<td>Spring</td>
<td>19%</td>
<td>5%</td>
<td>68%</td>
<td>7%</td>
<td>24</td>
<td>75</td>
</tr>
<tr>
<td>3</td>
<td>2019-2020</td>
<td>Spring (TBD)</td>
<td>-25</td>
<td>25</td>
<td>75</td>
<td>75</td>
<td>75</td>
<td></td>
</tr>
</tbody>
</table>

Carrie Thurston (CSS Consulting) began working in K-February 2017 using a neurological approach, integrating specific movements during literacy to connect and then strengthen the connections between the left and right hemisphere of the brain.

**Commitment 4: Engaging All Families**

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students needs?

There are several events scheduled at the PreK-2 school. Those include an ice cream social for incoming K student families, parent-teacher nights, art shows, literacy nights, Class Do-Jo (used by teachers to communicate with parents during the school day), etc. This year two teachers implemented the Red Bucket Brigade. The Bucket Brigade is a group of staff members and volunteers that support individual student learning in the classroom. These adults work on providing students support with frequent practices of essential foundational reading skills. All
procedures, directions, and materials are organized and placed in a Red Bucket found in each classroom. This practice is called "Red Bucket Learning," and the adults that provide the support are the "Bucket Brigade." The teachers offer various times to train volunteers. The parent/grandparent/guardian Volunteers and Staff Members that make up the Bucket Brigade work with students one-on-one for about 5-7 minutes. The PTA and School Council are also active and take part in important school decisions. We will continue with all initiatives and build on the ideas generated from experience with the "Bucket Brigade." Parents and guardians are connected to live links on the WPS website that provides them with directions and engaging, interactive activities to prove their children at home. Lexia is also web-based and available 24 hours a day for student practice.

**Certifications:** By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act

Please summarize your stakeholder engagement process, including specific groups that were engaged:

District leadership team
Faculty
PTA
School Council
School Committee
School Committee Constituents

By checking here, I certify that our district's school committee voted on our Student Opportunity Plans

**Wareham School Committee**

_____ Chair: Mr. Michael Flaherty

_____ Vice-Chair: Ms. Apryl Rossi

_____ Secretary: Ms. Joyce Bacchiocchi

_____ Ms. Mary Morgan

_____ Ms. Laurie Spear

**Date of vote: Outcome of vote:**