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Medway Public Schools 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?**

As noted in *2019-2024 Excellence for All: A Medway Mindset*, our district strategic plan, Medway Public Schools is committed to improved learning for all. We recognize that not all student groups have experienced the same level of success to date.

Based on a review of our district data, our students with disabilities are not experiencing the same level of MCAS outcomes as compared with their non-disabled peers in english language arts.

- On average, 30% fewer students with disabilities are Meeting/Exceeding Expectations in english/language arts, 3-8, compared to their non-disabled peers.
- Specifically, on the Grade 3 MCAS Reading assessment, there is a 40+% gap between our students with disabilities and their non-disabled peers.
 - 2018 Grade 3 Reading SWD: 29% 2018 Grade 3 Reading Non-Disabled Students: 72%
 - 2019 Grade 3 Reading SWD: 30% 2019 Grade 3 Reading Non-Disabled Students: 76%

Additionally, we have noted a decline and persistent stagnation in performance in all students when comparing the prior MCAS model's performance data with the "next generation" expectations.

- 2014 Grade 3 Reading: All Students: 76% Proficient/Advanced
- 2015 Grade 3 Reading: All Students: 72% Proficient/Advanced
- 2016 Grade 3 Reading: All Students: 75% Proficient/Advanced
- 2017 Grade 3 Reading: All Students: 63% Meeting/Exceeding
- 2018 Grade 3 Reading: All Students: 63% Meeting/Exceeding
- 2019 Grade 3 Reading: All Students: 64% Meeting/Exceeding

While we recognize that the target has changed in the last couple of years with the transition to the 2017 Massachusetts English/Language Arts Frameworks, and the developing on a new assessment structure to better measure the desired outcomes outlined in the new Frameworks, our desire is to see consistent student growth on these metrics and we aim to leverage our Student Opportunity Act 3 year plan to intentionalize that as part of our broader strategic work.

→ **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?**

Medway has guided by its work delineated in *2019-2024 Excellence for All: A Medway Mindset*, our 5 year strategic plan. Within this document, we have highlighted our #1 Goal: Improved Learning as a core element of our work. We intend to continue to deepen our work on two important strategies already underway:

Enhanced Core Instruction: *Research based early literacy programs in pre-kindergarten and early elementary grades*

During the 2020-2021 school year we will engage in a comprehensive, K-5, program review of our literacy work with the support of an outside facilitator. This will take part in the Fall/early winter, 2020 and will result in an action plan to address the program review findings.

Additionally, we have identified the Early Literacy Dyslexia Screener as a tool from which to gain enhanced understanding of our early readers’ needs. We will secure licensing / partnership with the [Boston Children's Hospital](#) who is at the forefront of this tool development.

Targeted Student Supports: *Inclusion/co-teaching for students with disabilities*

In partnership with the Office of Student Services, our district Office of Teaching and Learning and our building leaders have partnered to provide an overview, broad based understanding of the various co-teaching models that are effective in inclusion settings. We have also provided many educators with additional coaching and feedback in this area. This commitment will enhance this ongoing work with job embedded professional development in the areas of differentiated instruction within our elementary grades.

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FY21 Budget Item	Amount	Foundation Category
Comprehensive K-5 Literacy Program Review	\$25,000	(G) Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations;
Co-Teaching Support and Professional Development	\$12,000	E) Increased or improved professional development
Implementation of new early literacy dyslexia screener	\$3500 (school cost and training cost estimate)	F) Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks
Evidence Based Program Identified by DESE (SOA Program Categories):	<ul style="list-style-type: none"> ● Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G) ● Inclusion/co-teaching for students with disabilities and English learners (E) 	

→ 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.)*

DESE Outcome Metrics:

- ELA Mean SGP
- ELA Percent of Students Meeting/Exceeding Expectations

→ 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?

Medway Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups as well as our focus on all students, it is particularly important that we effectively engage families of students with disabilities and provide opportunities for all families to understand our student needs.

The development of *2019-2024 Excellence for All: A Medway Mindset* included iterative opportunities for families to weigh in and provide feedback on the plan in stages. As the work delineated in our SOA effectively captures realities realized as part of this process, we will continue to ensure engagement through Principal Teas, Superintendent Chats, bi-weekly community communications from the district and schools. Additionally, as part of this development process, we have shared the DRAFT plan with our Special Education Advisory Council, our School Councils, our greater parent networks and our School Committee. These conversations took place between March 5 and March 19 at which time we embedded the feedback and presented the complete proposal to the School Committee. The Plan was approved by our School Committee on March 26, 2020.

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:

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

• Date of vote: Outcome of vote: