

Bedford Public Schools

Student OpportunityPlan: 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?** Based on our district data, our African American/Black students, Students with Disabilities and Economically Disadvantaged students are not experiencing the same level of MCAS outcomes as their peers. The areas of concern for these subgroups are in ELA and mathematics, and span over at least a three year time period, based on data from MCAS, and with specific focus on the K-5 level for these subgroups. While these subgroups show concerning data at the K-5 level, the trend of underperformance extends to the middle level in Bedford as well.

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

1. **Research-based early literacy programs in pre-kindergarten and early elementary grades.** *Assessment:* DIBELS, Track My Progress. *Skill Building:* Lexia. *Administration:* K-5 Academic Achievement Program Administrator

FY 21 Budget Item	Amount	Foundation Category
DIBELS (grades 1-3)	\$8,000	Materials
DIBELS PD	\$2,000	Professional Development
TMP (grades 1-5)	\$4,800	Online assessment for math and reading
Lexia (grades K-5)	\$18,000	Online phonics tool
K-5 Academic Achievement Program Administrator 1.0 FTE \$112,186		Classroom Teacher/Specialist, Employee Benefits/Fixed Charges
Evidence-based program identified by DESE:		Research-based early literacy programs in pre-kindergarten and early elementary grades
SOA program categories:		E (PD), F (Purchase of curriculum materials and equipment that are aligned with statewide curriculum frameworks)

2. **Supporting educators to implement high-quality aligned curriculum.**

-Grades 3-5 instructional math coach and a math interventionist at the K-2 level.

FY 21 Budget Item	Amount	Foundation Category
Instructional Math Coach 1.0 FTE \$75,000 (Lane)		Classroom Teacher/Specialist, Employee Benefits/Fixed Charges
Math Interventionist (Davis) 0.2 FTE \$18,334		Support Staff-Math

Evidence-based program identified by DESE:	Supporting educators to implement high-quality, aligned curriculum
SOA program categories	E (or improved professional development), D (Hiring school personnel that best support improved student performance)

(Total Amount of Requested Funds for SOA: \$238,320.00)

→ **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:** ELA MCAS Grade 3 Achievement Levels, ELA MCAS Grade 3 SGP, Mathematics MCAS Grade 3 Achievement Levels, Mathematics MCAS Grade 3 SGP
2. **Custom district metrics:** DIBELS scores for each grade level (K-3) meeting benchmarks by End Of Year, TMP scores for each grade level in Reading and Mathematics (K-3) meeting benchmarks by End Of Year

→ **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? During a traditional school year there are two opportunities for parent/teacher conferences, generally speaking in November and then again during the late winter. We are seeking to add an additional parent/teacher conference during the early October timeframe where parents of students within the outlined subgroups will meet with a literacy specialists, math coach and classroom teacher to specifically share student data, gathered during September data sweeps with the parent, which will include a learning plan, outlined benchmarks that will indicate progress points throughout the year, and specific times during the school year to report progress on the plan to the parent.

Certifications:

 **By checking here, I certify that our district has engaged stakeholders in accordance with the SOA**

Please summarize your stakeholder engagement process, including specific groups that were engaged: Bedford Public Schools has engaged the faculty specifically by creating a Literacy Planning initiative. A Literacy Planning Committee was assembled in January, 29 educators throughout the district, representing all schools, and various departments comprised the committee. Eight subcommittees were formed to research and present findings based on everything from assessment, tiered interventions to resources and scheduling. The strengths and weaknesses from the subcommittees reports yielded five goals with specific action steps over a three year period. Many of the goals, and actions plans relate specifically to the focus on Literacy for early grades as outlined above.

Our SEPAC in Bedford has been meeting regularly this school year, to specifically discuss with faculty

and administration in Bedford regarding the need for a continued focus on early Literacy programs, assessments and interventions, especially as it relates to our Students with Disabilities.