Student Opportunity Act Plan

Dudley-Charlton Regional School District

# 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.*

* 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)
* First language not English students
* English learners and former English learners
* Low income/economically disadvantaged students
* African American/Black students
* Asian students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students
* White students
* This endeavor supports all student groups within the DCRSD.

*The rationale for selecting these student subgroups.*

All students within the DCRSD need instructional materials that are brain and research based in the area of reading, as measured by both Ed Reports and CURATE. Amplify CKLA meets the highest standards of efficacy as measured by both platforms. The DCRSD must bolster the set of Tier I instructional materials in the area of reading, Kindergarten through fourth grade, to provide a robust instructional core. In addition, the optimization of Tier I materials bolsters the efficacy the Tier II and Tier III reading interventions already in place.

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

Our district will make a considerable investment in establishing access to brain and research based instructional materials in the area of reading.

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## Focus Area 1: Supporting educators to implement high-quality, aligned curriculum (E and F)

The set of K-4 reading instructional materials currently employed the DCRSD elementary schools, while of some value, do not meet the standard of being either brain or research based. This fact, coupled with the current global pandemic, has created an imperative to provide all elementary teachers with the instructional materials needed to bolster Tier I instruction for the benefit of all students. Local and national data demonstrates elevated student needs in the area of reading. Learning gaps are more pronounced than in previous years. By bolstering the Tier I instructional core, students will be provided with instruction empirically documented to be effective. Additionally, the move to solidify the Tier I set of instructional materials will enhance and support Tier II and Tier III efforts to close content gaps for all students.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **CKLA Instructional Resources** | **240,000** | **Classroom & Specialist Teachers** |

**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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).

**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.*

Parents and teachers will regularly communicate regarding student progress. Families will be afforded the opportunity to communicate with their child's school regarding the implementation of CKLA within the elementary schools.

**Certifications**

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

We receive ongoing feedback from the School Committee, general education staff, Special Education staff, and specialist area teachers regarding the need to purchase brain and research based instructional materials in the area of reading.

Additionally, a significant number of elementary teachers have participated in the Elementary Early Reading Grant, sponsored by DESE, as a means of accessing the intellectual body of knowledge that documents the efficacy of a brain and research based approach to reading instruction.

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

Date of Approval: 02/24/2021