Student Opportunity Act Plan

Easton

# 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
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

Our data suggests that students with disabilities have the largest gap in their learning. Their achievement levels are of concern as well as their growth data.

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

The Easton Public Schools is in need of a Phonics Based Literacy Program. We currently use Reading Street as our core program in our Units of Study. We have identified through our STAR Assessment Data and CBMs, the need for more targeted instruction. We will be utilizing Fundations in grades Kindergarten through grade 3 to address this identified weakness.

***Focus Area 1:***  Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

"Wilson Fundations provides research based materials and strategies essential to a comprehensive reading program. Students in grades K-3 receive a systematic program in critical foundational skills, emphasizing:

* Phonemic awareness
* Phonics/ word study
* High frequency word study
* Reading fluency
* Vocabulary
* Comprehension strategies

Fundations serves as a prevention program to help reduce reading and spelling failure. It is integral to a Multi-tiered System of Supports (MTSS) or Response to Intervention (RTI) framework, providing research-based instruction in Tier 1 as well as early intervention (Tier 2) for students at risk for reading difficulties. To support the implementation of an MTSS or RTI framework, progress monitoring is built into Fundations. This allows students requiring a more intensive program to be identified early before undergoing years of struggle.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Consulting** | **10,000** | **Professional Development** |
| **2** | **Materials K-3** | **80,000** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Reading Interventionists** | **50,000** | **Classroom & Specialist Teachers** |
| **4** | **Reading Specialists** | **225,000** | **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 Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Growth: ELA mean student growth percentile (SGP) Custom
* District Metric 1: Fewer students serviced on IEPs

**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.*

Fundations will be an instructional tool for Tier 1 instruction as well as early intervention in Tier 2 for students at risk for reading difficulties. Teachers will review the program during Open Houses at the beginning of the year. Teachers will also communicate student progress through progress monitoring throughout the year. Families of students receiving Title 1 support will have access to the Title 1 Director or their appointee during meetings throughout the year.

**Certifications**

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

School Improvement Plans were constructed with School Councils including parent and community representatives.

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

Date of Approval: January 14, 2021