Student Opportunity Act Plan

Holliston

# 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.*

* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students Hispanic or Latinx students
* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

Our high needs students have historically demonstrated achievement gaps similar to those reported nationally and warrant focused attention. In addition, traditionally marginalized groups, such as Black and Latinx students, warrant additional attention to ensure that they benefit equitably from the educational opportunities within our district.

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

The district has adopted a new workshop approach to literacy in PreK-5 using evidence-based materials from Fountas and Pinnell Classroom. We believe that developing our teachers' ability to implement a responsive evidence-based approach to literacy instruction with high-quality materials will increase student achievement in reading and writing (and listening and speaking) at the elementary level while having long-lasting impacts on their education after grade 5.

## Focus Area 1: Another evidence-based program proposed by the district. E) Increased or improved professional development

## F) Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks

The district has adopted a new workshop approach to literacy in PreK-5 using evidence-based materials from Fountas and Pinnell Classroom. This began by committing extensive funds to purchase evidence-based materials from Fountas and Pinnell Classroom to support a workshop based approach. We then provided initial professional development to a small group of lab teachers last year to begin the initial phases of implementation. We also purchased complementary Leveled Literacy Intervention materials to be used with students in need of Tier 2 and Tier 3 materials and supports. The responsive workshop approach- which includes targeted mini-lessons, interactive read-alouds and shared readings, independent reading using diverse and robust authentic texts, phonics and word study, and guided and small group instruction- is a significant change from the more prescriptive and less responsive program that was used previously. Going forward over the next several years, we will need to continue to support on-going professional development and coaching for our lab teacher leaders, core teachers, special educators, and interventionists along with continuing to supplement the materials and literature already purchased. We also will need to support the work of our data teams and interventionists- along with core academic teachers- to assess and monitor student progress and respond effectively.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** |  | **20,000** | **Instructional Leadership** |
| **2** |  | **42,000** | **Professional Development** |
| **3** |  | **20,000** | **Instructional Materials, Equipment, and Technology** |

**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)
* 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).
* Custom District Metric 1: DRA and Benchmark Assessment Measures
* Custom District Metric 2: Dibels Assessment
* Custom District Metric 3: Standards-based reporting measures in literacy

**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.*

This year's remote learning has provided a unique opportunity for families to "visit" the classroom in unique ways to share a glimpse of our workshop approach to literacy. Going forward, we will continue to share information with families regarding the approach to literacy while also sharing the diverse, multicultural texts that students are reading. Parents will be given opportunities to provide feedback, ask questions, and get support in supporting their children through two-way communications, remote literacy presentations and workshops, and parent-school conferences.

**Certifications**

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

The district gave updates on its shift to a workshop approach to literacy numerous times both at the district and school level and invited feedback from the community via school committee and school councils.

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

Date of Approval: 03/19/2020