Student Opportunity Act Plan

Hoosac Valley Regional

# 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.*

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

*The rationale for selecting these student subgroups.*

HVRSD is well above state average in the areas of High Needs (59.6%), Low Income (51.1%), and Students with Disabilities (24.6%). Additionally, this year we have had 2 non-english speaking students enter the district.

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

Our Fastbridge data indicates the need to address our Tier II reading programming with better than 60% of students requiring remediation in phonics. Currently in the early elementary grades all students receive ECRI for phonics aligned with our Scott Foresman reading program. Students that do not respond to that initial dose, get a second dose of ECRI with interventionists. Project Read materials are utilized for those that do not respond, but there is not a true continuum of reading intervention that leads to Tier III.

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

We are going to get all Special Education and Reading Intervention staff trained and certified in Wilson for reading intervention and recovery. This program is currently utilized at the middle school level, so we are going to look to build a consistent model from elementary through middle school.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Wilson Materials** | **2999** | **Instructional Materials, Equipment, and Technology** |
| **2** | **WRS Intro Course** | **6500** | **Professional Development** |
| **3** | **WRS Level I Cert Course** | **23000** | **Professional Development** |
| **4** | **WRS Coaching and Support** | **1500** | **Professional Development** |

**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).

**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.*

We will continue to utilize our Building Based Teams to engage families in the process of providing early intervention. With the addition of WRS, we will have a well defined continuum for reading intervention and recovery for ALL students.

**Certifications**

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

We have instituted parent advisory groups as a means of engaging families and informing them of district initiatives. In addition, this plan will be presented to all School Council Groups once we return from the closure.

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

Date of Approval: March 8, 2021