Student Opportunity Act Plan

Ludlow

# 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.*

* First language not English students
* English learners and former English learners
* 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)
* Students with disabilities

*The rationale for selecting these student subgroups.*

The subgroups of first language not English, ELLs, FELs, students with disabilities, low income/economically disadvantaged and high needs students have been selected as Ludlow's Equitable Access 3 Year Summary (SE321) indicates that all of these subgroups are at risk of not performing similar to the aggregate as a result of either educator experience and educator qualification. In addition, MCAS data and the Benchmark Assessment System show that a disproportionate number of students in these subgroups are under performing compared to the aggregate.

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

The focus for the Ludlow Public Schools SOA funds is on researched-based early literacy programs in the early elementary grades, PK-3. Our target grades include East Street Elementary and Chapin Street Elementary Schools. Within this grade ban, we have are largest ELL population, as well as SWD, and our economically disadvantaged students whose overall literacy achievement is significantly depressed compared to the aggregate based on local data. This trend continues to be evident and growing exponentially as seen in our grade 3 and beyond MCAS ELA results. Therefore, we have selected the Wilson Reading Program, Fundations and Wilson Reading System, and the LindaMood Bell Program (SI, V/V & LIPS) as the methods we seek to train our teachers in so that they are prepared to address the pending expectations of the State's Dyslexia Regulation. What is clear is that phonics-based instruction is absent in teacher training resulting in learning gaps for all students, but especially for those students in the aforementioned subgroups who require explicit, rule driven reading instruction to become literate students. Both programs have research-based data indicating positive outcomes as a result of program implementation by using phonics instruction to address Dyslexia and dyslexia-like learning needs to improve early literacy reading outcomes.

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

Fundations®', an intervention within Wilson Reading, is a research-based approach to reading with extensive program materials that allow K-3 teachers to present a carefully structured reading and spelling curriculum using multi-sensory techniques. Materials and training address the PK-3 grade ban. Fundations thoroughly teaches the foundational skills, and significantly supports reading, writing, speaking, and language standards found in states' rigorous college- and career-ready standards. The program addresses all five areas of reading instruction with an emphasis on systematic phonics and word structure.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Fundations Training** | **16000** | **Professional Development** |
| **2** | **Virtual Implementation Support** | **3000** | **Professional Development** |
| **3** | **Fundations Kits** | **19200** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 2: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

The Wilson Reading System® (WRS) WRS is an intensive Tier 3 program for students in grades 2-12 and adults with word- level deficits who are not making sufficient progress through their current intervention; have been unable to learn with other teaching strategies and require multisensory language instruction; or who require more intensive structured literacy instruction due to a language-based learning disability, such as dyslexia.

As a structured literacy program based on phonological-coding research and Orton-Gillingham principles, WRS directly and systematically teaches the structure of the English language. Through the program, students learn fluent decoding and encoding skills to the level of mastery.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Wilson Reading System Training** | **20000** | **Professional Development** |
| **2** | **Wilson Reading System Kits** | **6600** | **Instructional Materials, Equipment, and Technology** |

Focus Area 3: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

Currently, Ludlow has a staff that is a-systematic in their training of Seeing Stars, LIPS and Visualizing and Verbalizing as a result of staff turnover and reduced grant funding. With a portion of our SOA allocation, we would like to identify which teachers need what LindaMood Bell training(s) to ensure teachers are functioning with and able to all elements of this research-based phonics instruction in order to properly address students earl literacy needs. Below is an overview of each program:

SEEING STARS (SI™) PROGRAM

This program develops symbol imagery: the ability to visualize sounds and letters in words for both phonological and orthographic processing. Students move through a series of steps from single consonants/vowels to multisyllable and contextual reading to develop the imagery-language connection for competency in written language.

THE LINDAMOOD PHONEME SEQUENCING® (LIPS®) PROGRAM\*

This program develops phonemic awareness. Students learn to recognize how their mouths produce the sounds of language. This kinesthetic feedback enables reading, spelling, and speech.

VISUALIZING AND VERBALIZING® (V/V®) PROGRAM

This program develops concept imagery for both oral and written language. Through a series of steps, students learn to create an imaged gestalt and integrate that imagery with language as a basis for language comprehension and thinking.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **LindaMood Bell** | **13020** | **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 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: NWEA-MAP data
* Custom District Metric 2: Benchmark Assessment Data

**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.*

Currently, family engagement activities for our Title I students and our ELL students occur in an effort to provide meaningful engagement. Also, Special Education PAC and our future EL PAC forums will also provide vehicles for parent/caregiver notification and information on how to access such supports if not already initiated by the school's child find obligation.

**Certifications**

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

Given the current school closure, we have had limited stakeholder engagement as expected by the SOA. However, prior to closure, the district has been able to host our annual Title I Family Night where parent/caregiver feedback was sought around how the district could further support literacy instruction. Our Title I population reflects our EL population, our economically disadvantaged population and for some Title I students they are on the verge of being referred or have been referred for special education evaluations.

In addition, the district has established a Dyslexia sub-committee of key administrators who have been working with teachers to begin to plan for future general education instruction relative to early literacy and phonics. Through these conversations, we believe that such training and instruction will possibly reduce the number of special education referrals because general education teachers will have a better skill set in addresses students who need explicit, methodical, rule driven instruction in order to become literate. Currently, general education instruction relies solely on whole language instruction, which research indicates 40-60%, depending on a communities socio-economic make-up, will learn how to read through the whole language method. This currently means we could have the remaining percentage, up to 60% of students, be in danger of being over identified as in need of special education!!

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

Date of Approval: 3/23/2021