Student Opportunity Act Plan

Mattapoisett

# 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)

*The rationale for selecting these student subgroups.*

Our MCAS data has shown that our students with disabilities and high needs students are not making adequate gains in the areas of literacy. We know from research in this area that early intervention is the best way to ensure ELA success.

Therefore, over the next 3 years utilizing Student Opportunity Act funds educators at Center School and Old Hammondtown School will use data to create intervention groups that will drive not only flex time instructional sessions but also teacher driven group work during reading/ELA blocks. Teachers will utilize the following reading intervention strategies to ensure student learning needs are being adequately addressed.

* Fundations
* Visualizing and Verbalizing (Lindamood-Bell)
* Pearson Ready Gen
* Dibels Progress Monitoring
* Reading Recovery
* Wilson

Educators will utilize the following assessment tools to progress monitor student progress in ELA.

* Aimsweb
* Dibels
* Shaywitz Dyslexia Screener
* Wilson Assessment of Decoding and Encoding (WADE) Teacher Generated Assessments

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

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

We will use Wilson Fundations in grades K-2 with fidelity. This program is a regular education phonics program with tier 2 interventions for students in need of RTI. Teachers will be trained and coached in implementation of the program. We will train a coach at each grade level to ensure that ongoing support is available. If students are struggling with encoding and decoding skills, the program also provides the background exposure necessary for Wilson reading as a modified program for students in need of a multi sensory approach to reading.

Year 1 - Wilson Fundations training for educators/Identify grade level coaches

Year 2 - Wilson Fundations grade level coaches attend Fundations Facilitators training

Year 3 - Order needed supplemental materials

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Wilson Fundations Training** | **2,700** | **Classroom & Specialist Teachers** |
| **2** | **Fundations Facilitators** | **1,500** | **Classroom & Specialist Teachers** |
| **3** | **Supplemental Materials** | **2,800** | **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)
* Custom District Metric 1: Fundations Unit Testing
* Custom District Metric 2: MCAS ELA Achievement Data
* Custom District Metric 3: MCAS Student Growth Data through Student Growth Percentile
* Custom District Metric 4: Aimsweb Benchmarking
* Custom District Metric 5: Dibels

**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.*

Mattapoisett Elementary Schools recognize that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families with students with disabilities and high need students. Teachers will provide the home support work to families to ensure all students have the reinforcement tools needed for success.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families.

Therefore, in addition to our ongoing yearly family engagement activities, PTO meetings and monthly school council meetings.

**Certifications**

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

* Title I Staff Members
* Leadership Council
* School Council
* Faculty

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

Date of Approval: February 22, 2021