Student Opportunity Act Plan

Rochester

# 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.*

* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

Our MCAS data has shown that our economically disadvantaged 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 RMS 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
* Seeing Stars (Lindamood-Bell)
* Lips (Lindamood-Bell)
* Visualizing and Verbalizing (Lindamood-Bell)
* Dibels Progress Monitoring
* Reading Recovery
* Wilson

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

Fountas and Pinnell Benchmark Assessment System

* 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 RMS 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 Achievement Data on ELA Assessment Measured by Average Scale Score
* Custom District Metric 3: MCAS Student Growth Data through Student Growth Percentile
* Custom District Metric 4: Aimsweb Benchmarking
* Custom District Metric 5: Fountas and Pinnell Benchmark Assessment System
* Custom District Metric 6: 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.*

Rochester Memorial recognizes 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 of students of color, students from low-income backgrounds, EL students and students with disabilities. 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. We are also committing to focusing on Social Emotional Learning opportunities that will help to engage all of our families. We will incorporate a Social Emotional Newsletter that will be sent to all families that will include tools and resources specifically targeting families of students of color, EL students, students with disabilities, and those from low-income backgrounds. The RMS SEL Team will facilitate "Coffee with the Counselors" evening sessions as well as parent informational nights that focus on how parents/guardians can support their child with social emotional learning. The continued use and development of the RMS SEL Google Classroom will provide families the opportunity to stay up to date on the latest social emotional curriculum work/lessons that are being conducted here at RMS throughout the school year. Families will have insight into the SEL/Character lessons and materials that students are engaged in during lunch sessions, morning meetings and closing circles. The SEL Google Classroom also allows parents/guardians the opportunity to communicate with members of our SEL team confidentially and safely.

**Certifications**

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

Rochester Memorial utilized the Panorama Survey platform to assist with our community engagement efforts and ensure broad and demographically representative participation. We engaged the following groups: parents and guardians, RMS Parent Teacher Organization, focus group of educators, the RMS School Council, special education parent advisory council, RMTA co-presidents, and the RMS School Committee.

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

Date of Approval: 01/21/2021