

STUDENT OPPORTUNITY ACT PLAN

Mount Greylock

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)

The rationale for selecting these student subgroups.

Our aim is to increase our focus on the existing achievement gap in reading at both our elementary schools. However, we also seek to boost our Tier I instruction and the effectiveness of teachers teaching all students through this plan.

Commitment 2: Using Evidence-Based Programs to Close Gaps

Research-based early literacy programs will be the priority program focus for the Mount Greylock Regional School District SOA Plan.

In 2019, at Williamstown Elementary School (WES) 70% of students in grades 3-8 met or exceeded expectations on the ELA MCAS. At Lanesborough Elementary School (LES) 62% of 3-8 students met or exceeded expectations. Overall, that data points toward an opportunity for improvement, but when one drills down to examine the data of subgroups at each elementary school, the results are even more urgent. In 2019 at WES, only 34% of high needs students met or exceeded expectations in ELA; at LES that number was 39%. We can break that down further to find the following:

2019 ELA MCAS Data

Williamstown Elementary % of Students Meeting/Exceeding Expectations

- Economically disadvantaged: 45
- Students with disabilities: 20

Lanesborough Elementary % of Students Meeting/Exceeding Expectations

- Economically disadvantaged: 48
- Students with disabilities: 12

Though iterations of MCAS have changed over the past several years and direct comparisons between tests are not possible, overall student success in ELA trends the same; during each of the past three years, only 25 - 45 % of students at our district's elementary schools have met or exceeded expectations in ELA as measured by the MCAS. Benchmark testing using the DIBELS Next 8th Edition shows similar read flags.

This SOA Plan seeks to strengthen both Tier I instruction so that teachers are prepared with training and proper research-based tools to deliver instruction for all students. In addition, the Plan will focus on high-needs students to ensure they are receiving targeted instruction and monitor their progress.

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

The Mount Greylock RSD Plan will allow for the purchase of materials and the creation of a District team of educational leaders who will review the current curriculum and make recommendations for the purchase of new programs as needed as well as examine student data to plan unified targeted support programs.

Materials Purchase:

*Wilson Program: Foundations is currently being used at Williamstown Elementary, but not everyone has all the materials they need. Teachers at Lanesborough Elementary would like to use Foundations but do not have materials or current training. This Plan will make needed purchases and provide requisite professional development.

*Heggerty Program: Through participation in DESE-sponsored networking meetings, we have learned that districts across the Commonwealth are finding success with the Heggerty Program, which provides phonemic awareness lessons not covered in Foundations. Our SOA Plan will provide for the immediate purchase and training for the Heggerty.

Creation of a District Literacy Team:

Year One - Create a team to examine and discuss historic MCAS and benchmark data to support decisions regarding curriculum purchase and adoption.

District Literacy Team will be composed of ten (10) members comprising elementary teachers and reading specialists from both elementary schools, as well as school-based and District administrators. Meetings will occur outside of school hours so students will not miss instructional time with their instructors; a teacher stipend will be provided. In addition to the work of the committee, an added goal of this plan is to develop a core group of teacher-leaders in buildings who may be interested in mentoring and coaching peers in the future; we seek to provide opportunities for leadership development with our district.

*Both elementary schools currently use the Reading Street program, which research shows to be only moderately effective at best overall. The first task of the literacy committee will be to explore other options for a Tier I ELA program to use in concert with Foundations and Heggerty and to plan for the purchase and implementation of the new program in FY22.

*Neither elementary school uses a writing program with a cohesive K-6 scope and sequence. The literacy committee will explore and plan for the purchase and implementation of one in FY22.

Year One and Beyond - Meet quarterly to look at each school's benchmark data, make decisions about instruction, and create systems for regular data analysis within buildings

*The District Literacy Team will use benchmark data as a means of measuring the effectiveness of core programs. The Team will work to identify patterns in gaps of student understanding and support teachers with appropriate professional development to strengthen those areas of instruction.

*The Team will design a framework/protocol that the Reading Specialists and principals in each of the elementary schools can use with their teachers to regularly review individual student benchmark data to monitor progress and provide effective interventions.

	FY21 budget item	Amount: enter number, do not use the \$ character	Foundation Category
1	Purchase of Foundations materials - K, 1, 2	14,440	Instructional Materials, Equipment, and Technology
2	Foundations training for staff	3500	Professional Development
3	Purchase of Heggerty phonemic awareness program, including embedded PD	4030	Instructional Materials, Equipment, and Technology
4	Stipends for literacy team at \$500pp per year x 3 years	15,000	Instructional Leadership

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: DIBELS Next 8th Edition
- Custom District Metric 2: Track My Progress

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.

The district will strive to create opportunities for engagement in a variety of ways that allow both education and two-way communication between the schools and families.

Reading specialists in the schools will hold family nights providing information and strategies on how they can best create a continuity of learning and support their children at home.

Parent conferences and team meetings will continue to be opportunities for the schools and families to share information about students, monitor progress, and collaboratively plan for additional support as needed.

The district will continue to use surveys as a means of soliciting parent/guardian feedback.

Certifications

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

The primary vehicle for soliciting input as justification for this SOA Plan was a literacy needs assessment initiated in March 2020. Phase I interviews and surveys were conducted through March and April. A literacy current state analysis was conducted using a variety of qualitative tools. Information was gathered through surveys, focus group interviews, individual interviews and via the Planning and Evaluation Tool for Effective School-wide Reading Programs – Revised. Participation in the needs assessment process was voluntary and open to all teachers. In the end, twenty-six teachers, including special education and reading specialists, were interviewed. In addition, the process involved input from the elementary principals, the Director of Curriculum and Instruction, the Director of Academic Technology, and the Superintendent. The founder and Director of The Reading Institute, Janet Stratton, was also utilized as a resource for this SOA Plan.

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

Date of Approval: 01/14/2021