



Student Opportunity Act

Plan Update

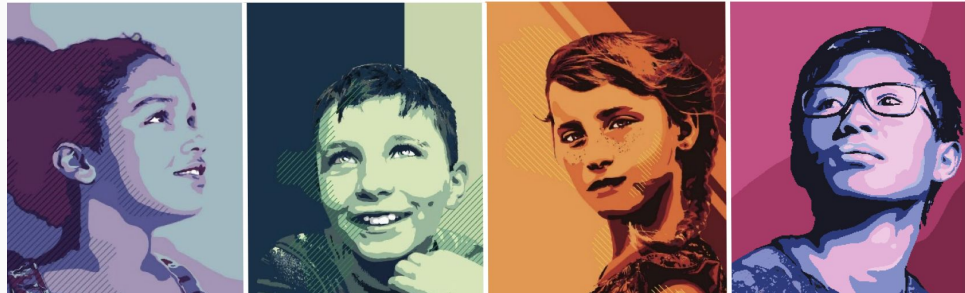
Presentation to the School Committee March 3, 2026

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Michael Stapleton, Director of Student Services

Student Opportunity Act (SOA)

- Enacted by the State of Massachusetts in 2019
- Reduce the achievement gap
- Target specific subgroup
- Evidence-based practices
- Create ambitious 3-year targets



2024-2027 SOA Target:

Reduce the Reading and Math Achievement Gap
for Students with Disabilities

Proposed SOA Strategic Objective:

Promote deeper learning so that all students engage in grade-level work that is real-world, relevant, and interactive

1. **Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning**
 - **Comprehensive Approach to Early Literacy:** Develop and implement a comprehensive approach to early literacy education that is supported by high-quality literacy core curricular materials that encompass foundational skills

Proposed SOA Strategic Objectives

2. Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

- **High Leverage Practices for Students with Disabilities:** Train all staff in high-leverage instructional practices designed for students with disabilities. (e.g., providing scaffolded supports, explicit instruction, flexible grouping, and adapting curriculum and tasks based on students' specific learning goals)
- **Collaborative Teaching Models:** Develop or expand co-teaching and other evidence-based models that leverage collaboration to best-serve students with disabilities and multilingual learners

Cohasset SOA Plan

- Target Schools: Osgood, Deer Hill, Middle School
- Evidenced-based intervention programs in math and literacy
- Refine our systems using data to inform teaching and learning
- MTSS - continue to improve upon the process with district and building based data teams
- Expand co-teaching into grades 3-5

Actions Taken in ELA/Literacy

- Professional Development in literacy for special education teachers
- Provided professional development for co-teachers through Seaside Consulting
- All special education teachers in grades K-5 are trained in Wilson Reading System or Orton-Gillingham structured reading approach
- Continue to review the ELA curriculum

Actions Taken in Math

- Implemented updated Bridges Math Edition 3 program K-5
- Continued to increase use of data to inform instruction using Forefront platform
- Continued to identifying disconnects and gaps, key concepts/skills for intervention

DATA

- Closing the achievement gap for SWD is moving in a positive direction.
- MCAS growth for both ELA and Math is steady within the typical growth averaging in the low 50 Student Growth Percentile (SGP). (Average SGP is 40-60 percentile).
- iReady data in both math and reading show slight movement of SWD moving from Not Meeting (NM) to Partially Meeting (PM) and more movement from PM to Meeting and Exceeding.
- DIBELS also shows that SWD are making progress the same as the iReady reading data.

Literacy and Math Intervention K-8 Plan

- Continue to explore, pilot, implement tier 1 and tier 2 intervention programs
- Continue to investigate intensive Tier 3 math intervention programs
- Continue to provide professional development for all staff on interventions
- Conduct assessment audit
- Continue to monitor data teams and data dialogue protocols in Multi-Tiered Systems of Support (MTSS)

Monitoring Success of Outcome

- DESE Outcome Metrics:
 - MCAS Student Achievement: ELA and Math
 - MCAS Student Growth: ELA and Math mean student growth percentile (SGP)
- Custom District Metric:
 - DIBELS 8 Edition (K-5)
 - i-Ready Diagnostic in math and reading (K-8)
 - Forefront data tools for math and literacy (K-5)