Student Opportunity Act Plan

Avon

# 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.*

The district will focus on students in grades K-3 who are designated English Language Learners (15%) and Low income (36%) along with students on IEPs (16%). Based on DIBELS scores for students in grades K-3, 76% of English Learners, 75% of students on IEPs, and 45% of Low-income students are considered at risk based on DIBELS scores.

**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)

The Avon Public Schools will focus on research-based early literacy programs in grades K-3 at the Ralph D. Butler Elementary School. The Butler Elementary School has adopted a Response to Intervention approach. The principles of RTI ensure all students' educational needs are met through assessment, progress monitoring, scientifically-based instruction and interventions, and a multi-tier service delivery model. The district has a Response to Intervention (RTI) team comprised of general education teachers, special education teachers, administrators, a speech and language therapist, a school psychologist, an occupational therapist, an ESL teacher, and a reading teacher. This team will ensure instruction in the early elementary grades will meet the needs of all learners.

Incoming kindergarten students will participate in a comprehensive screening process conducted by select members of the RTI team. The screening will include the Orton-Gillingham Assessment (letter naming, letter-sound knowledge) administered by a reading specialist, Primary Inventory of Phonological Awareness (PIPA) and the Woodcock-Johnson Reading Mastery Speeded Naming Subtest administered by the general education teacher, and the Kindergarten Language Screening Test (KLST) administered by a speech and language therapist. The WIDA screener will be given to all students identified by the home language survey completed by parents. The results from the screening are used to determine the student's development of early literacy skills. At-risk students will be identified, provided the appropriate intervention(s), and closely monitored.

All students in grades K-3 will be assessed with DIBELS and NWEA MAP. Results from the assessments will be used to identify the instructional level of students in literacy. Teachers will use results to plan instruction, differentiate instruction, monitor progress, and identify students in need of additional support. At-risks students will be referred to the RTI team.

General education teachers from grades K-3 bring data to the RTI team regarding students who are considered at risk. The team will then make instructional and intervention recommendations and create an individualized learning plan for students in need of additional literacy support. Additional literacy support may include Title I services (Title I student selection procedures will be followed). The progress of the student will be monitored by the classroom teacher weekly and the team every six weeks. Once the student is making appropriate growth, they will be removed from the plan. Further intervention and support are provided to students who do not make the anticipated growth after six weeks. If deemed necessary, the RTI team may make a special education referral.

Members of the RTI team have been trained in Orton- Gillingham and the early identification and remediation of dyslexia. Teachers of students in grades K-3 have been provided professional development with the adoption of the Reach for Reading Program and Orton- Gillingham training. On-going professional development in the area of early literacy will be prioritized.

The team must have researched-based instructional materials and intervention materials to meet the needs of students at all instructional levels. The school has a core reading program, Reach for Reading, that meets the needs of most of the students with supplemental programs used in support. Intervention

programs are used to address the unique needs of individual students requiring intense intervention. Resources allocated to this program include the following:

* Core Reading Program Reach for Reading
* Supplemental/Intervention Programs
* Reading A-Z
* Interactive OG
* Lexia
* Unique Learning
* IXL reading
* Lively Letters
* Heggarty
* Edmark
* Assessments
* NWEA Measures of Academic Progress
* DIBELS

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
|  |  |  |  |
| **1** | **ESL teacher** | **100,000** | **Classroom & Specialist Teachers** |
| **2** | **Special Education teacher** | **100,000** | **Classroom & Specialist Teachers** |
| **3** | **Speech and Language** | **100,000** | **Classroom & Specialist Teachers** |
| **4** | **Literacy Materials** | **25,000** | **Instructional Materials, Equipment, and Technology** |
| **5** | **Computers** | **10,000** | **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.*

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
* Custom District Metric 2: 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.*

The Butler Elementary School has made a strong commitment to engaging families. The building Principal sends a weekly newsletter and frequently communicates with Families through ClassDojo. All classroom teachers have classrooms set up in ClassDojo to communicate with parents. Report Cards are distributed three times a year along with Title I progress reports and IEP progress reports. Conferences are regularly scheduled twice a year with parents. Conferences may also be held at teacher or parent request.

Students who are determined to be at risk in the area of literacy will receive notification from the classroom teacher and/or an interventionist such as the reading specialist or special education teacher. Progress updates will be provided to parents at a minimum of every 7 weeks after each RTI session and formal progress reports will be given each term.

**Certifications**

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

The Avon School Committee, district and building administrators, teachers, parents, and the parent advisory board were engaged in the process.

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

Date of Approval: 01/06/2021