

Southwick-Tolland-Granville Regional Schools

Student Opportunity Plan: SY 2021-2023

→ **Commitment 1: Focusing on Student Subgroups**

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

The Southwick-Tolland-Granville Regional School District (STGRSD) is committed to our vision of preparing all students to persevere, adapt, and thrive in an ever-changing world as both independent thinkers and scholars. STGRSD's strategic objectives include equitable access to rigorous, engaging, standards-aligned curriculum. However, review of district data reveals that our students with disabilities are not experiencing the same level of MCAS outcomes, engagement in grade-level learning experiences, or participation in advanced coursework as their non-disabled peers.

We are committed to intensive work to close achievement and opportunity gaps for the students with disabilities subgroup and recognize that this important work will take not just the efforts of district staff, but also our families and communities.

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

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

STGRSD has a long-standing commitment to inclusion of students with disabilities. We believe that all students can achieve high levels of learning if they have access to a guaranteed and viable curriculum taught by educators who believe in a growth mindset. Alongside several other improvement strategies detailed in our strategic plan, we intend to deepen our work of providing access to high levels of learning in two important ways beginning in the 2021 school year.

1. **Supporting educators to implement high-quality, aligned curriculum.** A review of our English Language Arts (ELA) curriculum has revealed inconsistencies in coherence, rigor, and vertical alignment. Additionally, teachers in grades K-6 report a lack of necessary skill at diagnosing reading deficits and using data to inform their reading instruction. The Massachusetts Department of Elementary and Secondary Education's (MA DESE) Center for Instructional Support highlights the importance of providing teachers with ready access to high-quality, standards-aligned curriculum materials in significantly improving student outcomes, especially when professional development accompanies access. STGRSD will conduct an ELA curriculum landscape analysis, and select and adopt a curriculum that meets expectations for text quality and organization, classroom tasks and instruction, accessibility for students, and usability for teachers as measured by EdReports, CURATE, and the district Instructional Leadership Team. To ensure coherence across grade levels, the selected curriculum will be adopted in grades K-6. Teachers will be given ample opportunity to engage in professional learning linked to the new materials including workshops, professional learning communities (PLCs), and job-embedded coaching.

FY21 budget item	Amount	Foundation Category
Payroll for Summer Workshops and Curriculum Development	\$38,000	Professional Development
Professional Development Contract Services	\$88,704	Professional Development
Professional Development Materials and Supplies	\$5,000	Professional Development
Evidence-based program identified by DESE:		Supporting educators to implement high-quality, aligned curriculum.
SOA program categories:		E (increased and improved professional development) and F (purchasing of curriculum materials and equipment that are aligned with the statewide curriculum frameworks.)

2. **Research-based early literacy programs in pre-kindergarten and early elementary grades.** A self-audit of our assessments currently used for early literacy do not include a valid and reliable universal screener. Additionally, the ELA curriculum in grades PK-3 do not include evidence-based content and teaching routines for foundational reading skills (i.e., phonological awareness, phonics, fluency, vocabulary). These are two important components of a comprehensive early literacy system. In FY21, STGRSD will implement a valid, reliable, normed assessment for early reading to track all students' progress, to identify students at risk for reading difficulties, and to plan appropriate interventions. STGRSD will also procure and implement a high-quality, research-based ELA foundational skills program.

FY21 budget item	Amount	Foundation Category
Curriculum and Assessment Materials and Supplies	\$20,000	Instructional Materials, Equipment & Supplies
Payroll for Teacher Professional Development	\$8,050	Professional Development
Evidence-based program identified by DESE:		Research-based early literacy programs in pre-kindergarten and early elementary grades.
SOA program categories:		E (increased or improved professional development), F (purchasing of curriculum materials and equipment that are aligned with the statewide curriculum frameworks.), and G (expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations.)

→ Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY 2020 data is released this fall.)

1) DESE outcome metrics:

- ✓ ELA Mean SGP

2) Custom district metrics:

- ✓ District Benchmark Assessments TBD
- ✓ Universal screener TBD

→ Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

STGRSD recognizes that family engagement is critical to ensuring successful outcomes for all students, but it is especially important to engage our families of students with disabilities. One way to engage these families is to provide opportunities for parents/guardians to have a voice in their child's education and to have input on district and school decisions. STGRSD will continue to foster family engagement with a focus on increasing the participation of parents of students with disabilities in the following ways:

- Parent-teacher conferences
- School council meetings
- PTO sponsored events
- Annual team meetings
- Quarterly progress reporting
- Parent focus groups
- Instructional Leadership Team
- Title I family nights

Certifications:

☐ **By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act**

Please summarize your stakeholder engagement process, including specific groups that were engaged:

STGRSD engaged a range of stakeholders in our strategic planning process by:

- Presenting the plan at the March 3, 2020 instructional leadership team, which consists of teachers, parents and school committee liaisons.
- Presenting the plan at the March 2, 2020 school committee meeting which is open to the public.
- Providing a copy of the plan to the Southwick-Tolland-Granville Education Association co-presidents for review and feedback.
- Posting the plan on our district website and notifying community members via Blackboard Connect where they can find the plan, and inviting them to provide feedback to the superintendent and the director of curriculum and instruction at a two-hour open meeting being held on March 9 from 2:00-4:00 in the Superintendent's conference room.
- Those unable to attend but who wished to provide feedback were welcomed to email their ideas to superintendent@stgrsd.org before March 13, 2020 for consideration before the final school committee vote scheduled for March 17, 2020.

☐ **By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.**

- **Date of vote:** 3/17/2020
- **Outcome of vote:**