

SOA Plan Draft: Farmington River Regional School District

Section 1: Summarize your district's plan

Please write 1-2 paragraphs summarizing your 3-year SOA plan.

At Farmington River Regional School District, our dedication lies in developing and enhancing evidence-based programs to tackle performance gaps among student groups within our district. We are focused on accelerating the progress of our Hispanic/Latino students, English learners, low-income, and students with disabilities through targeted interventions and initiatives. Our three-year plan under the Student Opportunity Act focuses on addressing disparities through evidence-based programs selected based on careful data analysis.

- **Implement New ELA Program:** Our analysis highlighted the importance of High-Quality Instructional Materials (HQIM) in narrowing achievement gaps. Therefore, we will continue our district-wide adoption and robust implementation of HQIM to ensure equitable access to high-quality education for all students. In ELA, initial implementation will begin in grades K-3, followed by grades 4-6.
- **Effective MTSS Framework Implementation:** Furthermore, our data indicated the effectiveness of MTSS in providing tiered levels of support, including universal interventions for all students, targeted interventions for those at risk, and intensive interventions for students with significant literacy needs. Hence, we will develop a training program for all staff to provide professional development in high-leverage instructional practices for students with disabilities.
- **Increased Family Engagement Opportunities:** Finally, our analysis highlighted the importance of authentic partnerships with students and parents in addressing disparities in chronic absenteeism. Therefore, we will establish a comprehensive parent engagement initiative that includes widespread endeavors to involve all parents, personalized outreach to families with students at risk of chronic absenteeism, school-wide literacy and math nights, and informative parent education events.

In total, across each of these initiatives, the Farmington River Regional School district will invest nearly \$200,000 in aligned evidence-based programs as follows: EBP 2.1C: Comprehensive Approach to Early Literacy = \$100,000; EBP: 2.1B Supporting Educators on Curriculum Implementation = \$45,000 ; EBP 2.2B: High Leverage Practices for Students with Disabilities = \$45,000; EBP 1.3B: Students and Families as Valued Partners = \$10,000 .

Section 2: Analyze Your Data and Select Student Groups for Focused Support

In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

Farmington River Regional School District comprises one rural PreK-6 elementary school serving 129 students. Students in grades 7-12 choose between two local school districts with tuition agreements. Our student population is 5.4% Hispanic, 93.8% White, and 0.8% Multi Race - Non Hispanic. In addition, 0.8% of our students are English Language Learners, 23.3% are Students with Disabilities, and 51.9% are Low Income. This is the first year we have had an ELL student enrolled in the district. Nearly two-thirds of all Farmington River Regional School Districts' 127 elementary school students are members of one or more high-needs student groups. FRRSD needs to focus on multiple areas to effectively address the needs of all students, as indicated by the data provided below.

Upon reviewing the progress of student groups on core MCAS achievement and growth metrics over the past four years, we believe our small sample size and variable cohort performance hinders our ability to draw sweeping conclusions. We have been able to discern significant recovery in achievement in low-income students since 2019 pre-pandemic levels, where they are currently outperforming Non-low-income students in ELA and slightly underperforming Non-low-income students in math. However, ELA achievement for Disabled students has remained stagnant since 2019 pre-pandemic levels and well below non-disabled students. Notably, all students have made considerable Math gains since pre-pandemic levels; however, students with disabilities lag slightly behind in performance compared to non-disabled students. Overall growth scores have improved significantly since

pre-pandemic levels; however, due to the small sample size and the lack of state data, it is difficult to draw conclusions based on the growth of specific subgroups.

Digging further into the data, we note several trends in student performance across grade levels. Across the district, disparities in performance generally begin in third grade, narrowing during fourth grade, dipping in fifth grade, and then significantly closing in 6th grade, with the exception of ELA performance of students with disabilities. Student performance levels reveal significant disparities between students in third grade compared to students in sixth grade in both ELA and Math. The above trends hold true for low-income students and students with disabilities in math. We attribute some of the improvement we see in overall math performance since pre-pandemic levels to our adoption and implementation of high-quality instructional materials in our elementary school.

Looking at district attendance data, we see a slight disparity in chronic absenteeism of low-income students at 26.1% compared to students with disabilities at 23.3% and White students at 22.1%. Chronic absenteeism has improved significantly since 2019 pre-pandemic levels of low-income students at 40.7%, compared to students with disabilities at 41.9% and White students at 37.7 percent.

We have one English learner, and the student is new to the district. The district is awaiting scores on ACCESS in the fall of 2024 to analyze the data.

In Summary, our deeper analysis has revealed three critical areas requiring attention:

1. **Early Intervention and Readiness:** Disparities in performance between student groups are apparent as early as third grade and are particularly apparent in ELA, emphasizing the need for early literacy interventions.
2. **Curriculum Inconsistencies:** One significant root cause identified by our team is related to curriculum inconsistencies, particularly in ELA. Our analysis indicates that there have been gaps in ensuring that the ELA curriculum effectively meets the needs of diverse student populations and aligns horizontally and vertically. This weakness may contribute to the disparities observed among various student groups.
3. **Lack of a school-wide writing program:** Disparities between student groups ELA can be attributed to writing performance and the lack of a school-wide writing program for grade levels K-3 and 4-6 using consistent language and instructional strategies crucial to fostering students' writing skills, creativity, and confidence.

What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?

Below is a summary of how we plan to address the disparities across student groups that were revealed in our deeper analysis.

- **HQIM Implementation:** We will implement an HQIM adoption process for ELA and Writing in grades PreK-6. We will also provide professional development to our teachers to ensure the effective implementation of HQIM. This will include professional development for all teachers on strategies to ensure the HQIM are accessible to all students, especially our English learners and students with disabilities.
- **Multi-Tiered Systems of Support (MTSS):** Implement a MTSS framework that provides tiered levels of support, including universal interventions for all students, targeted interventions for those at risk, and intensive interventions for students with significant literacy needs.
- **Chronic Absenteeism Challenges:** Establish a comprehensive parent engagement initiative that includes widespread endeavors to involve all parents, personalized outreach to families with students at risk of chronic absenteeism, school-wide literacy and math nights, and informative parent education events.

Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years?

- Low-income students

- Students with disabilities
- English learners
- Hispanic/Latino students

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.

Yes. We will adopt the three-year improvement targets established by DESE for the “Lowest Performing Students” group as our district’s SOA plan improvement targets.

Section 4: Engage Families/Caregivers and other Stakeholders

Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.

Meaningful interaction with families and caregivers is one of Farmington River Regional School Districts’ fundamental principles, driving our educational approach. We’ve enriched our strategies to ensure inclusivity and responsiveness to diverse needs.

Farmington River Regional School District has implemented several strategies to meaningfully engage families over the past few years, including:

- Prioritizing family engagement in all professional learning and culture building across the district.
- Conduct family surveys to collect input for school-wide initiatives.
- Early Education Family Coffee Hours to discuss parenting topics.
- Monthly meetings between district leadership and PTA/School Council/Wellness Committee leadership.
- Quarterly meetings between district leadership and SEPAC leadership.
- A variety of formal and informal engagement opportunities throughout the school year for families, and we have worked hard to remove as many barriers to participation as possible, including:
 - food and childcare at meetings
 - Holding meetings and events at a variety of times to accommodate for different schedules
 - Advertising meetings/events through a variety of communication channels, both school-based and through our community partners

We use the following strategies to measure family engagement in our district:

- Annual district-wide family engagement survey
- Consistent district-wide system for measuring and analyzing parent attendance/participation

Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan?

We have engaged the following stakeholders to ensure board and demographic representative participation from our community:

- We've engaged parents, including those involved with the Parent-Teacher Association (PTA), in focus groups to gather insights into their concerns, suggestions, and aspirations.
- Educators' perspectives have been incorporated through focus group discussions, ensuring their input on strategies and approaches that resonate with classroom realities.
- The Special Education Parent Advisory Council has provided invaluable insights into the unique needs and

- challenges faced by students with disabilities, informing tailored interventions and support.
- Collaborative discussions with the School Council have facilitated the alignment of goals and strategies with broader school priorities and objectives.
- Additionally, a dedicated focus group comprising the School Adjustment Counselor and members of the Wellness Committee has contributed perspectives on holistic approaches to student well-being and academic success.
- By actively involving these diverse stakeholders, we've ensured that our three-year plan reflects a comprehensive understanding of the challenges and opportunities in improving learning outcomes for low-income students and those with disabilities.

Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district. Yes

Confirm that your school committee voted to approve this plan and provide the date of the vote. Yes, our School Committee voted to approve the plan on March 25.

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

Focus Area 2.1: Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

Which EBPs will your district implement within this Focus Area?

EBP 2.1C: 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.

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

We are in the early planning phases of developing a comprehensive approach to our early literacy programming. The research will guide our implementation of an effective early literacy program, which will include:

- Establishing school-based literacy teams, including school and district personnel, to ensure program alignment and success across classrooms.
- Adopting high-quality, evidence-based literacy curricular materials (including science and social studies) in pre-K and grades K-3.
- Using valid assessments to identify instructional needs and to monitor progress.
- Differentiating, scaffolding, and accommodating the core curriculum to ensure equitable access for all students.
- Implementing evidence-based interventions to address individual student needs.
- Providing initial and ongoing professional development and support to teachers, leaders, and support staff through embedded instructional coaches and external PD providers.

Throughout the rest of this school year, we will begin planning for the initial implementation of a robust early literacy program in grades K-3. Key activities will include:

- Establishing school-based literacy teams
- Selecting high-quality instructional material

- Providing teachers and school leaders with professional development to prepare them for implementation.

In Year 1 (FY25), we will focus primarily on core instruction in pre-kindergarten and early elementary literacy. With support, educators will implement the adopted instructional materials, participate in ongoing curriculum-specific professional development, and utilize screening assessments to inform instruction.

In the following years, we will focus more intensively on selecting and utilizing appropriate interventions. Teachers will receive training on specific evidence-based interventions that complement the adopted instructional materials while reading specialists provide ongoing support to educators to implement interventions appropriately. We expect our early literacy program to be fully implemented across grades K-3 by FY27, with an established walk-through process in place to monitor fidelity of implementation.

Which schools will be impacted by these efforts (answer can be district-wide)?

District-wide

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$100,000

Describe the anticipated allocation of funds to this EBP in more detail.

- Professional Development: \$10,000
- Classroom & Specialist Teachers: \$60,000 (\$20,000 per year, shared effort with 2.1B)
- Instructional Materials: 20,000
- Equipment & Technology: \$10,000

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Professional Development, Classroom & Specialist Teachers, Instructional Materials, Equipment & Technology

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in % of students meeting or exceeding on 3rd Grade ELA MCAS
- Increase in the number of students exiting the “at-risk” category on our early literacy screener

Focus Area 2.1: Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

Which EBPs will your district implement within this Focus Area?

EBP: 2.1B Supporting Educators on Curriculum Implementation: Engage teachers in professional development linked directly to the curriculum and set up a process to regularly monitor the effectiveness of curriculum implementation

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

In addition to purchasing the new materials, we will also be contracting with professional development providers to inform the accessibility of the curriculum and pedagogical strategies for robust implementation. Additionally, to address the persistent disparities in achievement for our English learners and students with disabilities, we will provide professional development for all teachers on strategies to ensure the HQIM are accessible to all students. Furthermore, we will be convening a group of expert educators from across the district to revise and refine our classroom walkthrough tool based on the newly introduced HQIM and focus on ELs and SWD. While we plan to develop and pilot this tool for SY23-24, we will subsequently implement the tool as a part of our regular instructional

walkthrough and feedback cycles across schools in SY24-25.
Which schools will be impacted by these efforts (answer can be district-wide)? District-Wide
What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative. <ul style="list-style-type: none"> • \$45,000
Describe the anticipated allocation of funds to this EBP in more detail. <ul style="list-style-type: none"> • Professional Development = \$15,000 • Other Teaching Services = \$30,000 (shared effort with EPB 2.1C, extra duty stipends and salaries, supported by Title I, State Rural Aid and district efforts) • Total = \$45,000
Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation? Professional Development, Other Teaching Services
What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year. <ul style="list-style-type: none"> • Increase in HQIM adoption rates • Increase in the efficacy of HQIM implementation as measured by classroom walkthrough tools • Increase in MCAS SGP on Math and ELA MCAS
Focus Area 2.2: 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
Which EBPs will your district implement within this Focus Area? EBP 2.2B: 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)
Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027). As part of our dedication to utilizing the Multi-Tiered System of Supports (MTSS), we will implement specific strategies to support students with disabilities and English language learners. In addition to providing comprehensive training for all staff in high-leverage instructional practices, we will focus on specific interventions tailored to meet the diverse needs of these student populations. This includes training educators in the use of scaffolded supports, which involves breaking down complex tasks into manageable steps to support student learning. We will also emphasize the delivery of explicit instruction, ensuring that concepts are clearly explained and modeled for all students, including those with diverse learning needs. Flexible grouping techniques will be employed to accommodate varying learning styles and levels, allowing students to collaborate and receive targeted support. Furthermore, educators will be trained to adapt curriculum and tasks based on students' individual learning goals, ensuring that instruction is personalized and meaningful. Through these targeted strategies, we aim to create an inclusive learning environment where every student, regardless of background or ability, receives the support they need to thrive academically and reach their full potential.
Which schools will be impacted by these efforts (answer can be district-wide)? District-wide

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$45,000

Describe the anticipated allocation of funds to this EBP in more detail.

- Professional Development = \$15,000
- Instructional Materials, Equipment, & Technology: \$25,000
- Pupil Services: \$5000
- Total = \$45,000

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Professional Development, Other Teaching Services, Instructional Materials, Equipment, & Technology

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in % of students meeting or exceeding on Math, ELA, and Science MCAS
- Increase in MCAS SGP on Math and ELA MCAS

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

Strategic Objective Focus Area 1.1: Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

Which EBPs will your district implement within this Focus Area?

EBP 1.3B: Students and Families as Valued Partners: Create opportunities and systems for students and families to effectively participate as partners in authentic decision-making, with supports as needed.

Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).

Our school district is committed to fostering authentic partnerships with students and families, elevating their voices and leadership in decision-making processes while strengthening their connections to their communities. To achieve this, we will implement various initiatives designed to engage students and families as active partners in the educational journey. These initiatives will include adding students, community members, and more parents to our advisory councils, providing a platform for collaborative decision-making on key issues affecting our schools. Additionally, we will host coffee hours, where students and families can share their perspectives and contribute to discussions on topics ranging from child and curriculum development to school policies. Furthermore, we will organize specific events such as math and literacy nights, which will not only provide opportunities for families to engage in interactive learning activities together but also foster a deeper understanding of the importance of math and literacy skills in supporting student success while also improving chronic absenteeism.

These events will serve as more than just educational opportunities; they will also facilitate meaningful connections between families, schools, and communities. By actively involving students and families in decision-making processes and providing them with platforms to voice their opinions, we aim to create a sense of ownership and accountability within the broader school community. Moreover, math and literacy nights will not only enhance family engagement but also reinforce the importance of these foundational skills in academic achievement.

Which schools will be impacted by these efforts (answer can be district-wide)?

District-wide

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$10,000

Describe the anticipated allocation of funds to this EBP in more detail.

- Classroom & Specialist Teachers = \$ 0
- Instructional Materials, Equipment & Technology = \$6000
- Event Supplies = \$4000
- **Total = \$10,000**

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?

Instructional Materials, Equipment & Technology, Event Supplies

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Decrease in chronic absenteeism rates for targeted student groups
- Decrease in discipline rates
- Increase in student perception of school culture and climate