



Petersham Center School

Student Opportunity Plan: SY 2021-2023

Amended: Spring 2022/23

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?

Students with Disabilities

As noted in our strategic plan, the Petersham Center School (PCS) is committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our students with disabilities are not experiencing the same level of MCAS outcomes as their peers. At the upper elementary level middle (grades 3-6) our students with disability have a 31.4% gap as compared to their school peers average in not meeting standards in English language arts (ELA) and a 21.3% gap as compared to their school peers average in not meeting standards in mathematics; based on 2022 MCAS results. We are committing to intensive work to close achievement and opportunity gaps for this student subgroup and recognize that this important work will take not just the efforts of district staff, but also our families and community.

In addition, the SGP for SWD continues to lag behind their general education peers, with an SGP of 61.1 in ELA (MCAS 2022) for SWD as compared to an SGP of 63.7 for general education students.

Also, the SGP for SWD continues to lag behind their general education peers, with an SGP of 28.1 in math (MCAS 2022) for SWD as compared to an SGP of 46.8 for general education students.

When looking at local assessments, the gap between SWD and their general education peers continues to be significant with SWD only demonstrating single digit proficiency (as measured by DIBELS 8 - on the MOY benchmark) 4% as compared to their general education peers with 50% of students being at benchmark on the MOY assessment for DIBELS 8.

While the STAR Math assessment showed some growth between the BOY and MOY assessments (a 3% increase in students meeting or exceeding benchmark) the increase was significantly less than their general education peers that had a 10% increase in proficiency between the BOY and MOY assessments.

Only in the area of literacy did SWD show growth at a higher rate between BOY assessments and MOY assessment (STAR Reading). SWD grew from 18% at or above benchmark in the

BOY assessment to 23% at the MOY assessment as compared to their general education peers who remained at 15% at or above benchmark at the BOY and MOY assessments.

Our students with disabilities continue to lag behind their general education peers both in proficiency and growth; however, with the implementation (year 3) of a new high-quality reading program and the implementation of evidence-based practices, we are beginning to see growth in our SWD reading; particularly in the primary grades. We believe this will result in an increase in MCAS scores for SWD as they enter into the tested grade levels (3-6) for MCAS.

The district began implementing a new high-quality math program this year (*Ready Math*). We anticipate that we will begin to see similar growth for SWD in math. Regarding attendance, the school has a current attendance rate of 92.8% for SY 2022-2023 (as of 3/17/23) as compared to an 85.5% for the 2021-2022 school year. Currently 22.3% of students considered chronically absent are general education students and the rate is 16.7% for SWD.

Inclusion for students with disabilities in our school (SWD).

A review of our special education services three years ago found that our district could make further progress in serving our SWD in a least restrictive environment. We have implemented a program to support the general education teachers and special education department in delivering instruction in an inclusionary setting at PCS whenever possible using a push-in model of service delivery; however, due to an increase in the number of students qualifying for special education services, some students continue to receive services in a pull-out model at this time. We will ask our town to continue to support this program in the coming years. Our push-in model will be available to all SWD including students of color, English learners, and low-income students. The school is committed to ensuring vacancies for these positions remain filled with highly qualified educators.

FY23 budget item	Amount	Foundation Category
.5 Elementary Special Education Teacher (additional position)	\$40,000	D7 (Classroom & Specialist Teachers, Employee Benefits / Fixed Charges)

Evidence-based program identified by DESE:	D7 (Inclusion/co-teaching for students with disabilities)
SOA program categories:	D4 (school personnel) and E17 (Professional Development)

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?

Within the last few years, PCS has begun to adopt strategies that focus on meeting the needs of our diverse student groups. Alongside several other improvement strategies detailed in our

strategic plan, we intend to continue and deepen our work on two important initiatives already underway; for the 2022-2023 school year the district is committed to implementing evidence-based literacy and mathematics programs K-6

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

The district has implemented a high-quality evidence-based core literacy curriculum that focuses on the foundational literacy needs of students. The district is in the process of developing a literacy plan for the district that outlines its core and supplemental curriculum, its benchmark and progress monitoring assessments, and focuses on teachers implementing evidence-based practices. This is occurring through the DESE sponsored *Lead for Literacy* (L4L) grant provided to the school for FY23.

FY23 budget item	Amount	Foundation Category
Aligned Curriculum in mathematics	\$9,000	F4 (Aligned Curriculum) – DESE FY23 <i>Accelerating Math Grant</i>

Evidence-based program identified by DESE:	E2 (Enhanced Core Instruction)
SOA program categories:	F4 (Aligned Curriculum)

4. Supporting educators to implement high-quality, aligned curriculum (E and F),

The district has provided support to educators in the form of a literacy professional development in grades K-6, the literacy consultant will work with educators on using assessment to inform their instruction and in implementing the high-quality ELA (*Wonders 2020*); the district has adopted core English language arts materials (*Wonders 2020*) which has received high ratings by *EDReports* and *MA Curate* for alignment to standards and to build skills and knowledge.

In addition, the district implemented a highly rated math curriculum beginning in SY 2022-2023, *Ready Math*. *Ready Math* has received high ratings by *EDReports* and the curriculum was funded through DESE as part of the *Math Acceleration Grant* received for FY23. The district has supplemented the PD provide through DESE though use of its Title IIA funds to support teachers in its implementation.

FY22 budget item	Amount	Foundation Category
Math PD	\$4,000	E17 (Professional Development) – Title IIA

Evidence-based program identified by DESE:	E17 (Professional Development)
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SOA program categories:	E17 (Professional Development)
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10. Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

The district has had to discontinue the school vacation acceleration academies due to budget constraints and instead has focused on their summer learning program to ensure that students have access to high quality content, materials. and instruction.

The district uses the data from STAR math, STAR reading, DIBELS 8, and students IEPs that indicted (ESY services) when recruiting and inviting students to participate in the summer learning program.

The district is currently partnering with Open Architect to develop a data system to access student outcomes of the summer learning program.

FY21 budget item	Amount	Foundation Category
Summer teachers and paraprofessionals	\$20,000	E8 (Targeted Student Supports)

Evidence-based program identified by DESE:	E8 (Targeted Student Supports)
SOA program categories:	D4 (school personnel) F4 (Aligned Curriculum)

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.

1) DESE outcome metrics: ELA mean proficiency Student engagement (measured by annual district-wide student survey)

- ELA mean & SGP -- MCAS**
- Math mean & SGP -- MCAS**
- Chronic Absentee Rate**

2022-ELA MCAS: SWD have a 31.4% gap as compared to their general education peers
2022-Math MCAS: SWD have a 21.3% gap as compared to their general education peers

2022 ELA SGP (MCAS) SWD continues to lag behind their general education peers, with an SGP of 61.1 in ELA (MCAS 2022) compared to an SGP of 63.7 for general education students.

2022 Math SGP (MCAS) for SWD continues to lag behind their general education peers, with an SGP of 28.1 in math (MCAS 2022) for SWD as compared to an SGP of 46.8 for general education students.

Chronic Absentee Rate (Open Architects):

2021-2022 SWD: 53.8% and 52.0% for general education students

2022-2023 (as of 3/20/23): SWD 16.7% and 23.1% for general education students

2) Custom district metrics:

**Amplify mClass (DIBELS 8)
STAR (Reading & Math)**

SY 2022-2023: DIBELS (MOY) - SWD demonstrating 4% proficiency as compared to their general education peers with 50%

SY 2022-2023 STAR Math: SWD showed a 3% increase between BOY and MOY assessments as compared to their general education peers that showed a 10% increase in proficiency between the BOY and MOY assessments.

SY 2022-2023 STAR Reading: SWD show growth at a higher rate between BOY assessments and MOY assessment (STAR Reading). SWD grew from 18% at or above benchmark in the BOY assessment to 23% at the MOY assessment as compared to their general education peers who remained at 15% at or above benchmark at the BOY and MOY assessments.

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?

The PCS recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on the SWD subgroup, it is particularly important that we find ways to effectively engage these families.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, in addition to our ongoing outreach to families through SEPAC meetings and parent/teacher conferences, the school will utilize various modes of social media to reach out to parents and offer virtual PTO and other meetings as appropriate.

Certifications:

X By checking here, I certify that our district has engaged stakeholders in accordance with the

SOA

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

The PCS partnered with the local community, educators, ESP staff, and families to ensure broad and demographically representative participation. Additionally, individuals and groups

spoke during public comment at our school committee meetings. A primary concern for families was the lack of support for students who struggle academically and a second concern was the social emotional needs of our students in the district.

As the district is developing its improvement plans and the school then aligns its improvement plan, outreach to families will occur during school committee meetings for the 2022-2023 school year.

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

- **Date of vote: April 12, 2023**

- **Outcome:**

Signature: _____ Date: April 12, 2023

Name, Title: Dr. Elizabeth Zielinski, Superintendent