Student Opportunity Act Plan

Bourne

# 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.*

* English learners and former English learners

*The rationale for selecting these student subgroups.*

A significant data point for Bourne Public Schools during the 2019-2020 school year is the 242% enrollment increase in English Language (EL) students. During the 2018-2019 school year the enrollment of EL students totaled 14 students across 4 buildings, with 1 student requiring services at the proficiency level 1 for "Entering"; 2 students at the proficiency level for "Expanding"; 1 student at the proficiency level 5 for "Bridging"; and 10 students at proficiency level 6 for "Reaching". EL enrollment for 2019-2020 increased to 34 students, with 6 students opting out of services but requiring monitoring, and 15 out of the 28 students requiring services at Proficiency Level 1 and 2. Currently Bourne Public Schools employs 1 EL teacher for the district. Due to the increased EL enrollment this school year, Bourne Public Schools was able to reallocate an educational support personnel to help support the instructional requirements for EL students, however given the increased instructional needs this school year student growth and progress is difficult to predict.

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

Bourne Public Schools has experienced a significant increase in our EL population. Along with the increase in students, we have also experienced an increased the number of students who have an entering or emerging proficiency level. All four schools have seen an increase in enrollment of EL students, however, Bournedale Elementary School (PK-2) has had the highest enrollment increase this school year. Bourne has maintained 1 EL teacher to provide services across the district. Until this school year, that teacher has been able to meet the needs of the EL population and provide the appropriate level of service. Due to the increased student population and the level of service needed 1 teacher is no longer adequate. While we cannot predict enrollment going forward, if we consider the enrollment trends on Cape Cod and surrounding areas then we can anticipate that our EL enrollment and level of service will increase. In considering hour student needs an EL teacher emerged as our first priority.

***Focus Area 1:***  Increased personnel and services to support holistic student needs (C and/or D)

Bourne Public Schools implements a Sheltered English Immersion program in order to support the English acquisition for students. All EL students are included in general education classrooms where instruction is in English and the curriculum presented is designed for the students individual learning needs. Students are placed in classrooms in which teachers who are SEI endorsed. In addition, EL students receive direct instruction from the EL teacher based upon their proficiency level and grade level. Increased personnel will enhance the EL program and services that Bourne Public Schools is able to offer and improve student performance.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **English Language Teacher** | **60350** | **Classroom & Specialist Teachers** |

**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.*

* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* 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).

**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.*

Bourne Public Schools recognizes that family engagement is critical to ensuring the academic success for all students and as a result seeks to engage all families in a variety of ways. Each school maintains a School Council that includes both parents and teachers. The district also maintains a highly engaged Parent Teacher Association (PTA). Each school offers a variety of family events throughout the school year that highlight teaching and learning. The elementary schools offer several events that focus on literacy and engaging families to help support student growth. The district has a very successful parent teacher conference schedule at all levels in when teachers are able to meet with parents and families individually on the progress and growth of a student. Bourne Public Schools routinely seeks to increase family engagement, particularly with events whose purpose is to increase parent and family capacity with supporting the education of students. The district has provided parent workshops to support parents with a variety of topics, such as understanding curriculum frameworks, assisting with homework, project based learning, understanding a standards based grading system, etc. These events have traditionally had a lower attendance rate than events such as literacy game nights, curriculum showcase events, concerts, and art shows. Bourne Public Schools will seek to increase family and community engagement for all families but especially the families for our EL students. The district will seek to provide family events specific to their needs and supported in their first language. Each school will seek input from their EL families on the types of events that would support their engagement and any barriers that we can alleviate for their participation. Family engagement will be monitored through attendance at events and family surveys completed at the end of this school year. Parent surveys will include an opportunity for families to suggest engagement events and opportunities that would be most meaningful to them, in order for the district to structure meaningful family engagement opportunities for next year.

**Certifications**

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

**Bourne Public Schools engaged the following groups in the Student Opportunity Act process: school councils at all levels, the** parent teacher association, educators through school based faculty meetings, the local teachers union. The school committee sub-committee reviewed the SOA for Bourne Public Schools on February 25, 2020 and the full school committee reviewed a revised draft on March 4, 2020. A primary concern from the stakeholders was the sudden increase in enrollment and the uncertainty if that trend will continue into the next school. A question was raised about how will we know if adding 1 teacher is enough and what the district will do if it is not.

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

Date of Approval: 03/04/2020