Student Opportunity Act Plan

Falmouth

# 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 number of students identified as high needs has increased. In particular, the number of English Learners has grown from 82 to 142 in two years. Of our EL population, 68% are enrolled in grades PreK-5 in 2020. Further, 55% of our ELs have been in Massachusetts school for less than 2 years and have demonstrated that they have a lower English proficiency, requiring more focused English Language Development (ELD) instruction. With this growing number in our preschool programs, a phenomenon previously unknown at this developmental stage, we seek to improve their early learning experience. In addition, a growing number of students in our EL population are also identified as economically disadvantaged. Similarly, publicly reported data collected through our SIMS submission confirms that much of our early learning programming for PreK focuses on early intervention and support of students who qualify for special education services. Within this group, a growing number also identifies as economically disadvantaged. Our district is committed to strengthening the early learning experience to provide greater access to learning and opportunity for success.

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

***Focus Area 1:*** Supporting educators to implement high-quality, aligned curriculum (E and F)

Through sustained attention to our early learning programming, we will be able to support our Early Learning Coach to facilitate improved and relevant professional learning, provide non-evaluative coaching, and secure resources to support the purchase of curriculum materials and equipment aligned with the statewide curriculum frameworks. Our Early Learning Coach is currently in her first year and is building rapport with PreK and K colleagues to establish, coordinate, and sustain consistent early learning practices, including evaluating and updating the scope and sequence of early learning curricula and revising corresponding assessments. The Early Learning Coach is available to both co-teach and model best practices for early elementary instruction with classroom teachers and teaching assistants. As the Coach's efforts continue, she will lead the creation and implementation of deeper learning, project and inquiry-based learning, and the integration of academic content areas which purposefully increase students' creativity, higher order thinking skills, collaboration, communication, and engagement.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Materials (math munipulatives, center supplies, literacy subscriptions)** | **80,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Professional Development (facilitators)** | **16,660** | **Professional Development** |

**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: Kindergarten Readiness
* Custom District Metric 2: Oral Diagnostic Test (ODT) for numeracy skills
* Custom District Metric 3: Fastbridge Benchmark Assessments

**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.*

We will increase family engagement through sustained goals created with our ELPAC and SEPAC memberships. We have surveyed all families to ensure those in need of interpretation and translation services have accurate information on file. We have developed consistent PTO and School Council schedules and communication of notice. Families are also invited to join the school community through the EL parent engagement series.

**Certifications**

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

Ours needs assessment information from teachers, leaders, families, and other community members.

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

Date of Approval: March 15, 2021