Student Opportunity Act Plan

Framingham

# 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.*

* First language not English students
* English learners and former English learners
* Students with disabilities
* Low income/economically disadvantaged students
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students
* Asian students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students
* American Indian or Alaskan Native students
* Native Hawaiian or Pacific Islander students
* White students

*The rationale for selecting these student subgroups.*

The Framingham Public Schools supports all students and work tirelessly to support any and all subgroups to ensure they excel at the highest level possible.

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

## Focus Area 1: Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers (B and D)

3.0 Library Media Specialist (LMS): Currently six elementary schools (out of nine) have licensed Library Media Specialists (LMS) while Potter Road, Dunning and Stapleton all have Library Assistants. In an effort to create consistency across schools these three additional positions will be added to allow equitable access to high quality education and prioritize school structures that allow for common planning. Library Assistants maintain the library collections, manage the library space and students and support educational and literacy practices. Licensed Library Media Specialists can collaborate and co-teach with content/grade level teachers, teach research and digital literacy standards and promote, model and teach instructional technology to students and staff. A licensed LMS at a given school allows for students to have access to eBook subscriptions, like SORA, that are not available to schools staffed by Library Assistants.

## Focus Area:2: Increased personnel and services to support holistic student needs (C and/or D)

10.0 FTE Social Emotional Behavior (SEB) Coaches: The Social-Emotional Behavioral (SEB) Coach is an integral part of Framingham Public School's mission to create a safe, supportive, and engaged learning community district-wide. This position would support the implementation of the Code of Character, Conduct and Support. The person in this position is responsible for developing, facilitating, and monitoring systems and procedures to support all students in their social, emotional, and behavioral development. With an emphasis on building high-performing, collaborative teams, the SEB Coach will provide direct training and support of all school staff to develop their capacity and ability to implement tiered interventions and supports to support diverse learning needs. 1.0 FTE will be hired at each of the nine (9) elementary schools and one (1) at our preschool for a total of 10.0 FTE SEB Coaches.

10.0 FTE Adjustment Counselors: Based on the diverse needs of students, additional investment in the support staff at each elementary school is needed to meet the social, emotional and behavioral challenges that teachers are faced with. Data analysis documents the fact that some populations are disciplined more than others and the addition of the adjustment counselor would help provide support that could curtail the need for disciplinary action while additionally aiding in the implementation of the Code of Character, Conduct and Support. 1.0 FTE will be hired at each of the nine (9) elementary schools and one (1) at our preschool for a total of 10.0 FTE Adjustment Counselors.

1.0 FTE Guidance Counselor: The additional guidance counselor position would reduce the average caseload at FHS from over 280 students per counselor to 250. Reducing caseloads will allow counselors to dedicate more time to each student. In the process of restructuring caseloads as a result of this additional position, the school will dedicate one counselor to working with English learners. This dedicated counselor is greatly needed, particularly as dropout rates for ELs at Framingham High School have risen dramatically over the years. The EL counselor will focus on monitoring progress of ELs, so they receive the academic and social emotional support they need to remain on track to graduate.

25.0 FTE Family Engagement positions: Family engagement is a priority for Framingham Public Schools. During the Spring of 2020 educators worked tirelessly to support families in remote learning and connecting them to community-based partners. Allocating funding for these positions will allow for intentional and targeted home school connections. 14.0 FTE will support our nine elementary schools, 1.0 FTE will support our preschool program, 6.0 FTE will support our three middle schools, 3.0 FTE will support our high school and 1.0 FTE will support our Thayer Campus-High School

1.0 FTE Civil Rights/ADA Investigator: The addition of a 1.0 investigator would support the district in completion of investigations and provide support in duties related to ADA, Civil Rights and bias based incidents. This role is critical to ensuring proper response time to issues as they arise.

1.0 Title IX Investigator: The addition of a 1.0 investigator would support the district in completion of investigations and provide support in duties related to Title IX incidents. This role is critical to ensuring proper response time to issues as they arise.

1.0 Wraparound Coordinator: This position would coordinate and supervise all Family Engagement specialists to calibrate and align the service delivery model and the resources available within the district, city and region to support the home school connection. This position would coordinate and manage community resources to support student success across four domains: Academic, College/Career, Family/Community, and Health/Wellness.

## Focus Area 3: Increased personnel and services to support holistic student needs (C and/or D)

10.0 FTE Interventionists: Currently each elementary school is allocated one interventionist to support Tier II and Tier III instruction. As the district and schools have evolved in their data literacy, schools have begun to identify and service more students in both math and literacy. Historically, schools used interventionists to support literacy intervention using the Leveled Literacy Intervention (LLI) program. The district has invested in multiple LLI kits that span all grade levels for each school as well as the Number Worlds Intervention program for Mathematics. Allocating an additional interventionist to each elementary school (1.0 FTE x 9 elementary schools = 9.0 FTE) as well as Thayer (1.0 FTE) would allow schools to provide targeted Tier II and Tier III supports to identified students that are progress monitored in both Literacy and Math.

1.0 FTE ESL Teacher: The Multilingual Office has worked diligently over the course of the last few years to create a staffing allocation plan that lowers the student teacher ratio at each school. These positions will work to create lower student teacher ratios while supporting the rising number of ELLs in each building. Additionally, ESL teachers will be able to co-teach and co- plan with general educators to allow for scaffolding and supports within Tier I instruction. 0.5 FTE will support the Barbieri Elementary School and 0.5 FTE will support the Dunning Elementary School.

1.0 ELA Social Studies Teacher: Supervises the curriculum revision process, the selection of instructional materials, technology, and teacher resources, the comprehensive professional development program, and the district-wide accountability efforts including the MCAS. This position provides leadership for data mining, analysis of complex data, and provides patterns of data as evidence of programmatic success, student achievement, and school site performance for all schools and those schools identified as Tier II and Tier III as evidenced by their engagement in turnaround practices. 1.0 FTE will support Cameron Middle School.

1.5 FTE ELD Coach: The Multilingual Office has worked diligently over the course of the last few years to create a staffing allocation plan that lowers the student teacher ratio at each school. These positions will work to create lower student teacher ratios while supporting the rising number of ELLs in each building. Additionally, ESL teachers will be able to co-teach and co- plan with general educators to allow for scaffolding and supports within Tier I instruction. 1.0 FTE will support the Fuller Middle School and 0.5 FTE will support the Dunning Elementary School.

0.5 FTE Math Teacher: The addition of a 0.5 math teacher will free up the Math Department Head from teaching additional sections of math. With this additional time, the department head will be able to observe more classes using the district's classroom observation tool, participate in planning meetings with grade level teams, monitor iReady instructional data, and provide feedback to teachers. The 0.5 will support Cameron Middle School.

0.5 Science Teacher: Currently, the school's Gifted and Talented teacher is scheduled to teach Science for part of her workload at Cameron Middle School. This reduces the amount of time she can dedicate to providing students with targeted pull-out and push-in services to meet their needs. With the addition of a 0.5 Science teacher, the Gifted and Talented teacher will be able to provide more supports to students and meet with teachers during their planning time to provide coaching in meeting the needs of gifted students during content classes.

1.0 Director of K-12 Education: The Director of K-12 Education would support the Assistant Superintendent for Elementary Education and Assistant Superintendent for Secondary Education in the development and oversight of curriculum, instruction, and assessment K-12. As the district's curriculum and instructional leader, the director plans, develops, and implements high quality educational programs to promote student achievement and teacher effectiveness. The director supervises the curriculum revision process, the selection of instructional materials, technology, and teacher resources, the comprehensive professional development program, and the district-wide accountability efforts including the MCAS. This position provides leadership for data mining, analysis of complex data, and provides patterns of data as evidence of programmatic success, student achievement, and school site performance for all schools and those schools identified as Tier II and Tier III as evidenced by their engagement in turnaround practices.

**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 Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics 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.*

Communication is something our District takes pride in and we make sure all families are heard and informed. We commit to translate all community communication in English, Spanish and Portuguese. Our District's commitment to communication and family engagement is seen throughout our Student Opportunity Plan but specifically through the proposed implementation of

25.0 FTE Family Engagement staff. During the Spring of 2020 educators worked tirelessly to support families in remote learning and connecting them to community-based partners. Allocating funding for these 25 positions will allow for intentional and targeted home to school connections.

**Certifications**

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

Our District held a budget forum specifically to talk about the Student Opportunity Act. We invited members of the Framingham Teachers Association along with our Parent Teacher Organizations, Framingham Special Education Parent Advisory Council, the Bilingual Parent Advisory Council and the anyone from the general public. We also committed a significant amount of time during School Committee and City Council meetings presenting to our elected officials on the Student Opportunity Act (SOA). During presentations, the Student Opportunity Act was explained thoroughly, and District hopes for implementing and deepening programs were expressed. The overall goal during stakeholder engagement was to hear from students, parents, guardians, and community members to help us develop and set priorities. During the process we focused on student outcomes in order to make measurable progress in addressing the various inequities in existence and the opportunities to support student achievement across the city

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

Date of Approval: 08/05/2020