Student Opportunity Act Plan

Freetown-Lakeville

# 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.*

In accordance with the vision in our strategic plan, FLRSD aspires to provide a high quality, relevant education for each of our students that promotes academic success, well-being, and responsible citizens. Based on a review of our enrollment numbers and our Home Language Surveys, our district found it necessary to increase our English Language Learner teacher workforce in order to meet the unique needs of our growing EL students and their families. We are committed to providing equitable learning opportunities for our English Learners as well as serving as a resource to their families.

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

The addition of an English Language teacher with a range of experience has afforded the FLRSD to explore a model of intervention and collaborative support for both the EL students and the classroom teachers who provide the daily instruction to the student (C and D).

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

In class support for EL students: increasing our EL teachers allowed us to provide more specialized instruction to our students. One EL teacher is assigned to the elementary level focusing on foundational literacy skills and beginning writing and comprehension skills. One EL teacher is assigned to our upper grades (4-12) focusing on higher-level literacy and comprehension while also supporting grade level writing goals. Teachers are able to provide intensive instruction using a push-in, as well as, a pull out model of intervention that is designed to meet individual needs in a quiet setting in addition to providing support for their students while in a regular education classroom setting (D and E). Teachers collaborate during common planning times, faculty meetings, and professional development opportunities (B).

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **EL Teachers (2)** | **123,925.00** | **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).
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: District Benchmarking Assessments
* Custom District Metric 2: Iready diagnostic and instructional 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 recognize that with the increase in families of English language learners came the additional need for communication and outreach to support those families. The addition of another EL teacher has afforded the FLRSD the ability to expand our outreach to parents to include them in their child's educational process via monthly newsletters specifically targeted to the educational goals of their student; parent information nights focused on developmentally appropriate reading strategies with materials parents can use to support their child; on demand parent conferences; and translation services for report cards and important school documents. (C)

**Certifications**

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

The engagement process for EL families is multi-faceted. Our EL teachers have ongoing communication with their families via email, phone calls, face to face parent conferences.

School-based stakeholder engagement sessions are held dedicated to EL families which offer opportunities for parents to be more informed and engaged in their child's learning.

A yearly presentation by the EL teachers to community members and school committee members offers a comprehensive explanation of the various components of the EL instructional program.

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

Date of Approval: 05/13/2020