Student Opportunity Act Plan

Middleborough

# 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.*

The 2018 Coordinated Program Review of our English Learner Education program identified areas of concern related to program placement and structure. The findings specifically identified that "the district does not have an ESL curriculum that guides ESL instruction and supports English language acquisition of English learners (ELs) at all grade and proficiency levels." The procurement of a research-based curriculum is a priority, particularly for the secondary level. Curriculum is needed that supports ELs across all English language proficiency levels at the secondary level.

In 2019 our ACCESS results indicated that only 19% of our population achieved a proficiency level of 4 (Expanding) or higher.

Our curriculum needs and student achievement coupled with our increase in our EL population (0.5% in 2014 to 1.0% in 2019) warrant having an additional English as a Second Language teacher.

Therefore, through the support of the Student Opportunities Act the Middleborough Public Schools will focus their efforts on elevating the achievement and growth of our English Learners through procuring a research-based ESL curriculum and an additional ESL teacher.

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

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

Since 2018 Middleborough has seen increases in the percent of students whose first language is not English and English Learners. As a result, we felt it was imperative that we increase the number of ESL teachers in our district.

We also needed to provide access to a research-based curriculum as it was identified in the most recent coordinated program review that we did not have English language acquisition curriculum at all grades and language proficiency levels.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **2 - ESL****Teachers** | **156350** | **Classroom & Specialist Teachers** |
| **2** | **ESL Curriculum** | **11525** | **Instructional Materials, Equipment, and Technology** |

**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).
* Custom District Metric 1: Local Assessments
* Custom District Metric 2: ELE Program Evaluation

**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.*

Our ELE program faculty and administration engage our EL families regularly, but we also hold a minimum of two formal family nights. Our EL population is small which affords us the opportunity to have strong relationships with our students and families that allow for authentic communication between home and school.

Given that our focus for procurement of curriculum is at the secondary level, we also feel that obtaining feedback from our students on the impact of our newly acquired curriculum is important. We will intentionally engage our secondary level ELs to solicit their feedback on the newly acquired curriculum.

**Certifications**

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

* ESL Family Nights
* Parent-Conferences with the support of translation
* Regular two-way communication with ESL families using translation supports
* ESL Department Meetings with the Director of Curriculum, Instruction and Technology Leadership Team Meetings

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

Date of Approval: 05/07/2020