Student Opportunity Act Plan

Milford

# 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.*

Milford Public Schools' total enrollment based on June 2020 Enrollment data is 4,572 students. Students attend six schools Pre-K-12 and are from 21 different countries and speak more than twenty different languages. Milford is proud of its diversity and programming and works to provide equitable access to all students' learning and services.

Spring 2019 Massachusetts Comprehensive Assessment System (MCAS) achievement and growth metrics indicate that Milford students achieved at least "Typical Growth" (40-59%) in every indicator, including subgroups. High Needs groups made substantial progress towards targets. Milford identified positive trends and highlights across each grade span, demonstrating that district initiatives result in positive student outcomes. For example, at Woodland Elementary School (grades 3-5), all students met the English Language Arts (ELA) target and improved in Mathematics and achieved a 71% annual Target Percentage as a school. At Stacy Middle School (grades 6-8) annual Target Percentage increased from 31% to 68%, and all students exceeded the target in ELA and improved to target in Mathematics. Students increased Accountability Percentile to 32% at Milford High School, nearly doubling over three years. Milford High School also met or exceeded targets in six out of eight areas in Mathematics and achieved a 59% growth in ELA. Most notably, Milford High School students extended engagement rates, made progress towards English Language Proficiency, and exceeded completion rates for Advanced Coursework.

The district identified areas for improvement using the Spring 2019 MCAS results. High Needs Subgroup exceeded targets in many areas but are still performing 8.1 points below the aggregate in ELA in grades 3-8, and 6.5 points below the aggregate in grade 10. The Subgroup improved in mathematics, but did not meet the target, performing 8.1 points below the aggregate in grades 3-8 and 11.9 points below in grade 10. Additionally, the High Needs Subgroup chronic absenteeism rate is 4.8 % greater than the aggregate in grades 3-8, and 13.5% greater in grades 9-12. The district supported the hiring of a PreK-12 Mathematics Supervisor for the FY2020 school year to collaborate with district personnel to close achievement gaps in mathematics and drive the improvement process for the aggregate with a focus on High Needs Subgroup students. The district would like to balance this collaborative approach with literacy and proposes to add a District PreK-12 Literacy Supervisor.

A growing percentage of students with high needs are in the High Need subgroup. During the 2017-2018 school year, 49 % of our students were in the High Needs subgroup. The rate increased to 51% in 2018-2019. As of June 2020, 62%of our students are in the high needs subgroup. Closing achievement gaps in this Subgroup and maintaining progress towards goals in student growth is a priority.

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

The Student Opportunity Act (SOA) provides the Milford Public School district funding to implement evidence-based programming to support efforts to close opportunity and achievement gaps in the High Needs Subgroup.

The district intends to use the funding to adopt and when relevant deepen the following four programs:

* Inclusion/Co-teaching for Students with Disabilities and English Learners
* Increased Personnel and Services to Support Holistic Student Needs
* Early College Programs Focused Primarily on Students Underrepresented in Higher Education
* Increased Staffing to Expand Student Access to Arts, Athletics, and Enrichment, and Strategic Scheduling to Enable Common Planning for Teachers

The accompanying Budget overviews the FY21 budget, requests totaling $1,642,000 were aligned to each evidence-based program as follows:

$ 1,053,000 for Inclusion/Co-teaching for Students with Disabilities and English Learners (DESE program #7).

$164,000 for Increased Personnel and Services to Support Holistic Student Needs (DESE program #6)

$125,000 for Early College Programs Focused Primarily on Students Underrepresented in Higher Education (DESE program #3)

$300,000 for increased Staffing to Expand Student Access to Arts, Athletics, and Enrichment, and Strategic Scheduling to Enable Common Planning for Teachers (DESE program #12)

## Focus Area 1: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

The number of students that will be impacted by the program in SY21 and in the following two years.

Co-teaching professional development will have outcome impacts on approximately 350-400 students in Year One (SY21), approximately 750-800 students in Year Two (SY22), and potentially expand to 800 or more in Year Three (SY23).

Details of the program model in SY21 and expected evolution of the program over the next two years.

The co-teaching program model focuses on solidifying co-teaching at Milford High School and reinforcing co-teaching at Stacy Middle School. Increased staffing in special education and English Learner programs will also take place in Year One (SY21). Co-teaching programming expansion across the district will occur in Year Two (SY22) to include Brookside Elementary School, Memorial Elementary School, and Woodland Elementary school. During Year Two (SY22) and Year Three (SY23), sustainable programming implementation with new staff will take place. Milford is intent on providing students with Tier One supports using effectively trained staff, supportive math and literacy administrative support and coaching, high quality instruction and material, and ongoing assessments to inform educator planning and instruction.

As a district, we project that expanding consistent co-teaching professional development, ongoing supports, and practices across the district, including programming concepts in Pre-K, will improve teacher efficacy, improve co-planning, increase the use of data-driven decision-making, and positively impact student outcomes in the High Needs subgroup population throughout the district

The district is investing in the following positions (SOA program category: D/hiring school personnel), professional development (SOA program category: E (increased or improved professional development), and resources to Commitment Two and to ensure compliance and to provide instructional supports in class when students are in classes with and without an assigned EL/Special Education teacher. It also increases the likelihood that Special Education and EL students will access content material in the inclusion setting and be able to participate in rigorous coursework based on their readiness. The impact of this additional personnel would be measurable in terms of increased number of students receiving support within the inclusion setting. Improved caseload distribution: the number of times an English Language Learner or Special Education student is able to have personal instructional support from an adult, would ultimately increase student efficacy within the inclusion setting and increase opportunities to access challenging content material. Additional supports ultimately increase a students ability to improve state assessment Student Growth Percentiles and ACCESS test results.

Special Education Teacher (BRK)/$60,000

Special Education Assistant (BRK)/$18,000

Special Education Teacher (MEM)/$60,000

Special Education Assistant (MEM)/$60,000

Special Education Teacher (SS)/$60,000

Occupational Therapist (District)/$32,000

2.0 Special Education Teacher (WDL)/$120,000

2.0 Special Education Teaching Assistant (WDL)/$36,000

EL Teacher (MEM)/$60,000

3.0 EL Teacher (WDL)/$180,000

New Classroom Mat/Furn $35,000

2.0 EL Teacher (STA)/$120,000 EL Teacher (MHS)/$60,000

EL Teaching Assistant (MHS)/$18,000

EL Coordinator (MHS)/$80,000

Summer Days/EL Coordinators (District)/$6,000

District PreK-12 Literacy Supervisor ($90,000)

Which schools the program will impact (answer can be district-wide) in SY21 and over Years 2 and 3.

Year One (SY21): Milford High School and Stacy Middle School

Milford High School (9-12): entering Year Three of Co-teaching (English Learners/Special Education)

Stacy Middle School (6-8): entering Year Two of Co-teaching pairs

Elementary Schools (K-5): Compliance staffing in place

Year Two (SY22): Stacy Middle School, Elementary Schools, District New Staff District new staff: Year One: Co-teaching (English Learners/Special Education) Stacy Middle School (6-8): entering Year Three of Co-teaching pairs with Confianza

Elementary Schools (K-5): Year One Co-teaching (English Learners/Special Education)

Milford High School (9-12): programming in place

Year Three (SY23): Elementary Schools, and District New Staff

District new staff: Year One: Co-teaching (English Learners/Special Education) District new staff: Year Two: Co-teaching (English Learners/Special Education)

Elementary Schools (K-5): Year Two Co-teaching (English Learners/Special Education

Milford High School (9-12): programming in place

Stacy Middle School (6-8): programming in place

Which student subgroups will the program address.

The co-teaching initiative will have an impact on students in the High Needs Subgroup.

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

The number of students that will be impacted by the program in SY21 and in the following two years.

Increased Personnel and Services to Support Holistic Student Needs initiative

will have outcome impact on approximately 3,200 students in Year One (SY21), approximately 3,200 students in Year Two (SY22), and potentially expand to 3,200 or more in Year Three (SY23).

Details of the program model in SY21 and expected evolution of the program over the next two years.

The Increased Personnel and Services to Support Holistic Student Needs initiative focuses on increasing student access to personnel and services to support their holistic needs. Hiring additional certified and qualified staff that have mastery in connecting students and their families to accessible social services will increase access to staff that deliver social services leading to the improvement of students social-emotional and physical health. Increased staffing will reduce caseload numbers ultimately increasing personnel's ability to spend quality time personalizing services based on student caseload need. It will also decrease wait times and improve communication channels between home, school, and social services supports. Based on the end of the year statistics, the Adjustment Counselors and Milford High School nurse caseloads are exceeding recommended numbers. This number includes regular education students and students on Individual Education Plans, students who have counseling on their IEP grids, students on 504 plan, and students who are court involved.

The district is investing in the following positions (SOA program category: C/Social Services to support students' social- emotional and physical health), SOA program category: D/hiring school personnel), and resources to Commitment Two:

Full-time Nurse (current LPN) MHS/$26,000

Adjustment Counselor WDL/$60,000

Bilingual Adjustment Counselor BRK/MEM/$60,000

.5 Family Resource Center Admin Assist (District)/$18,000

Which schools the program will impact (answer can be district-wide) in SY21 and over Years 2 and 3.

Year One (SY21): Milford High School, Woodland Elementary School, Brookside Elementary School, and Memorial Elementary School

Year Two (SY22): Milford High School, Woodland Elementary School, Brookside Elementary School, and Memorial Elementary School

Year Three (SY23): Milford High School, Woodland Elementary School, Brookside Elementary School, and Memorial Elementary School

Which student subgroups the program will address.

The Increased Personnel and Services to Support Holistic Student Needs initiative will have an impact on students in the High Needs Subgroup, and potential the student body as a whole. Service providers may be called upon to work with a student(s) in crisis, whether emotionally or physically at any given time during the school day.

## Focus Area 3: Early College programs focused primarily on students under-represented in higher education (I)

The number of students that will be impacted by the program in SY21 and in the following two years.

Early College Programs Focused Primarily on Students Underrepresented in Higher Education initiative will have outcome impact on approximately fifty students in Year One (SY21), approximately 100 students in Year Two (SY22), and potentially expand to 150 or more in Year Three (SY23).

Details of the program model in SY21 and expected evolution of the program over the next two years.

The Early College Programs Focused Primarily on Students Underrepresented in Higher Education evolution is on a continuum. The Milford Public Schools is committed to supporting pathways and community connections for early college programming preparation. Milford High School established partnerships with local community colleges to establish a viable early college program grounded in the five guiding principles of Early College designation. Vertical collaboration between Milford High School and Stacy Middle School allowed for the recruitment of approximately fifty students and their families for the FY21 Early College cohort for ninth grade. Milford High School's Early College takes a holistic approach offering rigorous academics, ongoing academic, college, and career counseling support, as well as place-based learning experiences at local universities and colleges. Place-based learning experiences are inclusive of the school community, allowing students to explore unfamiliar settings with school representatives and their peers. Increasing content personnel will improve scheduling flexibility and content team collaboration, improve quality time for educators to personalize to each students' need, and increase students access to high-quality standards aligned instruction.

The district is investing in the following positions (SOA program category: I/Developing additional pathways to strengthen college and career readiness, and resources to Commitment Two:

Transportation or College Field Trips (MHS)/$5,000

Science Teacher (MHS)/$60,000

Social Studies Teacher (MHS)/$60,000

Which schools the program will impact (answer can be district-wide) in SY21 and over Years 2 and 3. The Early College Program will impact Milford High School as follows:

* Year One (SY21): Launch programming for 2024 Cohort Recruit 2025 Cohort
* Year Two (SY22): Sustain programming for 2024 Cohort Launch programming for 2025 Cohort
* Recruit 2026 Cohort
* Year Three (SY23): Sustain programming for Cohorts 2024 and 2025 Launch programming for 2026 Cohort

Which student subgroups the program will address.

The Early College Programs Focused Primarily on Students Underrepresented in Higher Education initiative will have an impact on students in the High Needs Subgroup.

## Focus Area 4: Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers (B and D)

The number of students that will be impacted by the program in SY21 and in the following two years.

Increased Staffing to Expand Student Access to Arts, Athletics, and Enrichment, and Strategic Scheduling to Enable Common Planning Time for Teacher initiative will have outcome impact on approximately 1300 students in Year One (SY21), approximately 1375 students in Year Two (SY22), and potentially expand to 1400 or more in Year Three (SY23).

Details of the program model in SY21 and expected evolution of the program over the next two years.

The Milford Public Schools is intent on developing the whole child. Enrichment programming that is embedded in the instructional day increases student engagement, allows students to creatively make connections across content areas while exploring areas of interest. Increased related arts staffing will allow Milford to expand Project Lead the Way and high interest STEM-related enrichment opportunities to students and increase scheduling flexibility for administrators that allows for common planning time for educators to collaborate with grade level content peers and teams.

The district is investing in the following positions (SOA program category: B/Increased opportunity for common planning time for teachers), (SOA program category: D/ Hiring school personnel that best support improved student performance to Commitment Two:

STEM Teacher (BRK)/$60,000

STEM Teacher (MEM/$60,000

Technology Teacher (MHS)/$60,000

Engineering Teacher (MHS)/$60,000

French Teacher (MHS)/$60,000

Which schools the program will impact (answer can be district-wide) in SY21 and over Years 2 and 3.

Year One (SY21):

Brookside Elementary School

Memorial Elementary School

Milford High School

Year Two (SY22): Sustain positions for:

Brookside Elementary School

Memorial Elementary School

Milford High School

Year Three (SY23): Sustain positions for:

Brookside Elementary School

Memorial Elementary School

Milford High School

Which student subgroups the program will address.

The Increased Staffing to Expand Student Access to Arts, Athletics, and Enrichment, and Strategic Scheduling to Enable Common Planning Time for Teacher initiative will have an impact on students in the High Needs Subgroup as well as the aggregate population.

**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 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).
* Post-secondary Success: Enrolled in college during the first year after high school
* Custom District Metric 1: Student Information System Attendance Data
* Custom District Metric 2: IReady Assessment Outcomes
* Custom District Metric 3: Nurse data on student visits
* Custom District Metric 4: Building-based Report Cards

**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.*

Milford Public Schools values family engagement and recognizes that improving personalized communication channels between school and home will improve student outcomes, particularly in High Needs Subgroup students. The Family Resource Center (FRC) is a welcoming entry point for every family that moves into the district. The FRC staff is capable of supporting families in multiple languages and serves as a conduit between the school and the community. Families have increased opportunities across numerous venues to engage in the school community. Building-based School Councils, Parent Teacher Organizations, district surveys in multiple languages, Special Education Parent Advisory, the local teachers union, Leadership Councils, Advisory Groups, District Focus Groups, and Learning Talks in multiple languages using local media are taking place across the district. Milford is intent on increasing ways to engage families of High Needs Subgroup students. School representatives have established partnerships with local counseling agencies, a number of educational Foundations and local colleges, universities, youth center, library, and YMCA. We continue reach out to community leaders to establish a community handshake with cultural councils, church leaders, daycare centers, food pantries, recreational facilities, etc. The school community works to meet requirements as outlined by the four levers of the District Strategic Plan; Deeper Learning, Continuous Learning, Equity and Access, Social Emotional Learning, and uphold and expand high quality programming and targeted supports that drive positive student outcomes, reduce gaps in achievement for our High Needs Subgroup students, and prepares students for post-secondary success.

**Certifications**

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

Milford Public Schools is in the process of developing a new comprehensive Strategic Plan and Portrait of a Graduate. Planning for development encompassed stakeholders from across the school community, as well as the broader community, and included opportunities to participate in two-way discussions with school community representatives. Two-way discussions and planning sessions will extend into the upcoming school year.

February 25, 2020: Stakeholder Engagement around Strategic Planning, staff Stakeholder Engagement around Strategic Planning, 7-9 pm, families

February 27,2020: Long Range Educational Planning Working Session Administration and School Committee

March 2, 2020: Long Range Educational Facility Planning, staff Long Range Educational Facility Planning Families,7-9 pm

March 9, 2020: Portrait of a Graduate Planning Session

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

Date of Approval: 08/13/2020