Student Opportunity Act Plan

Southborough

# 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
* Students with disabilities

*The rationale for selecting these student subgroups.*

The Southborough Public Schools is committed to ensuring all of its students achieve success in school and after graduation. However, the District recognizes that not all student groups have experienced the same level of success to date. Based on a review of District data, students with disabilities (SWD) and English learners (EL), are not experiencing the same level of MCAS outcomes as their peers. According to the Department of Elementary and Secondary Elementary Early Warning Indicator System (EWIS), 146 students were identified as a risk. Of these 202 students, 62% of SWDs and 85% of EL students were identified as High or Moderate Risk. The goal is to continue to build The Public Schools of Southborough targeted support systems to improve student English language arts (ELA) achievement for SWD and EL students who are at risk according to EWIS criteria.

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

The Public Schools of Southborough has adopted strategies that focus on meeting the needs of its diverse learners. The District will continue and deepen its work on an important initiative already underway. 1. Providing evidence-based, multi- sensory reading instruction for students with disabilities (SWD), and English Learners (EL). The District has invested in providing targeted professional development in the Orton Gillingham Program; however, this work is in its infancy. The District's goal is to provide a cadre of school-based educators with comprehensive training that provides them with an in- depth understanding of Orton-Gillingham methodology. Educators will focus on how to teach fluency, vocabulary, and comprehension using the OG philosophy of multi-sensory, sequential, direct instruction. SWD and EL students who are at High and Moderate risk for ELA will be instructed using the Orton Gillingham Program if appropriate. Furthermore, the District will seek to higher an Educator Support Specialist who has the Orton Gillingham certification and who can provide educators in the District with training.

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

Supporting educators to implement high-quality, aligned curriculum (E and F) Inclusion/co-teaching for students with disabilities and English learners (D and E)

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** |  | **6750** | **Professional Development** |
| **2** |  | **30000** | **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)

**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.*

The Public Schools of Southborough's focus on its SWD and EL student subgroups, it is particularly important ways to effectively engage families EL students and students with disabilities are identified. In addition to the District's ongoing family outreach, PTO meetings at each school, it is also committing to pilot a new parent-teacher reading project specifically targeted to families of EL students and students with disabilities. In this model, educators will conduct parent trainings around how to support reading instruction in the home environment. The District will measure the engagement of families through a follow-up survey after each training and track the number of and demographics of families reached through these trainings.

**Certifications**

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

* NSBORO Leadership Team
* Student Support Services
* Northborough and Southborough Parent Advisory Groups
* Director of English Language Education
* School Committee
* Parent Survey

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

Date of Approval: 03/11/2020