Student Opportunity Act Plan

Walpole

# 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.*

As noted in our district's strategic plan, Walpole Public Schools (WPS) is committed to ensuring all of our students achieve success. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our English learners are not experiencing the same level of MCAS outcomes. In terms of chronic absenteeism, DESE data indicates 17.7% of students categorized as Limited English Proficient when compared to 7.1% of all students in the district. Shifts in our demographic patterns created an increase in diversity at WPS. Since October 2019, 133 3.6%) of our student population is classified as English Learners compared to 2.7% three years ago. Today,10% of our students' first language is not English, and over 30 students recently arrived in our community. It is important to address these changes in the student population and investigate both delivery models and resources in order to effectively meet the needs of our diverse learners. We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff but also our families and community.

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

## Focus Area 1: 6. Increased personnel and services to support holistic student needs (C and/or D)

WPS currently has 7 ESOL staff to provide instruction and support for eight schools. These teachers also collect and analyze student data, collaborate with classroom teachers, and monitor goals regarding the effectiveness of targeted interventions. We intend to continue and deepen our work in these areas. The district could make further progress in serving our EL students by having one designated ESOL teacher in each building. This will enable students to have a consistent person to support academic and social-emotional support and build stronger relationships with families. Each staff member can also be a liaison to our EL PAC and newly designed English Language Instruction. Furthermore, the addition of an ESOL support staff at the high school level will enable the district to increase our ESOL support classes, enable for increased direct support in the general education classroom, and assist both students and families in college and career planning. We will ask our town to support the expansion of our EL program in the coming years.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **ESOL teacher** | **60,000** | **Classroom & Specialist Teachers** |
| **2** | **ESOL support specialist** | **35,000** | **Classroom & Specialist Teachers** |
| **3** | **English Learner resources** | **12,610** | **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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* High School Completion: Four-year cohort graduation rate
* 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: VOCAL Survey Data

**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.*

Walpole Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on English Learners, it is particularly important that we find ways to effectively engage our EL families. In addition to our EL PAC, we are committed to supporting our EL families by offering a free English class for adults in the evening. With the FY21 budgeted items, educators will be able to increase two-way dialogue about shared goals for their students. Additionally, we will be able to increase our assistance to both students and families in college and career planning. We will measure the engagement of families through a follow-up survey and track the number of families reached throughout the year.

**Certifications**

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

Engaged stakeholders included discussions with WPS Leadership Council and WTA representatives. The resources outlined in this plan was communicated in School Committee meetings. Our WPS Strategic Plan, which involves multiple stakeholders throughout the district, is committed to closing achievement gaps and ensuring all students achieve success.

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

Date of Approval: 03/26/2020