

# STOUGHTON PUBLIC SCHOOLS

## TRIENNIAL DISTRICT IMPROVEMENT PLAN

*July 2022 – June 2025*

*Updated: 20SEP23*

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### **Triennial Plan Development Team: Student Social & Emotional Support (Element One) & Special Education (Element Two)**

Team Members:

- Amy Saraiva, Team Chair
- Carolan Sampson
- Juliette Miller
- Katrina Crowley
- Thomas Raab
- Robert Cancellieri
- David Guglia
- Danielle Gallan
- Jonathan Ford

This team conducted a review of the District’s Social and Emotional Support Program & Special Education Program, against three Standards to include:

- Curriculum and Instruction
- Human Resources and Professional Development
- Student Support

### **Triennial Plan Development Team: English Language Education Program Revision and Expansion (Element Three)**

Team Members:

- Amy Quealy, Team Chair
- Thomas Raab
- Eileen Sprague
- Brian Scanlon
- Alan Bontya
- Matthew Colantonio
- Kathleen Monahan
- Jonathan Ford

This team conducted a review of the District’s ELE Program, against three Standards to include:

- Curriculum and Instruction
- Human Resources and Professional Development
- Student Support

## *District Mission Statement*

Our mission is to challenge individuals to reach their potential in an educational environment that promotes excellence.

## *Guiding Beliefs*

- ◆ Education is a life-long process.
- ◆ All students can learn.
- ◆ Students have various learning styles.
- ◆ Education is a partnership among school, student, family, and the community.
- ◆ Ethical behavior is taught by example.
- ◆ Respect for the fundamental dignity of the individual is essential to learning.
- ◆ Education is not limited by age, time, or location.
- ◆ A safe and clean environment is conducive to learning.
- ◆ Educational opportunities are enhanced by celebrating the diversity of the community.
- ◆ Our schools encourage students to be accountable and active participants in their community.
- ◆ A broad, balanced curriculum is the foundation for learning.

## GOALS AND ACTION STEPS *July 2022 – June 2025*

### **Element One: Social-Emotional Learning (SEL) Pre-K - 12 Program Development**

Over the past three years, the Social Emotional Needs of students have increased greatly. This is evident via referrals in both discipline and special education, specific to Social Emotional Learning areas. Proactively Stoughton Public Schools began exploring specific programs to assist with deficits directly related to this area at the end of the 20-21 school year. The district partnered with Gosnold to provide access to an outside therapist (during the school year) for students whose families were unable to navigate the mental health system. The district contracted with the BRYT Program (Appendix I) to bring a classroom to Stoughton High School. This classroom is staffed by a teacher and social worker and provides an eight to twelve-week assessment period, within the High School setting, for students who may be experiencing a mental health crisis. It allows students to transition back into the general education setting with minimal disruption to their education. Finally, the Stoughton Public Schools participated in the first of a three-year program, in two DESE MTSS Academies (Appendix II), during the 21-22 school year - PBIS and SEL & Mental Health Academy (Appendix II). Through those academies the district was able to work across all eight schools to identify needs, specific to students Social and Emotional Learning. Both a needs assessment and survey were conducted in each building with staff members. Based on the results of those documents it is evident that the district needs to continue the work in the area of Social Emotional Learning by establishing an SEL scope and sequence including Units of Study as well as a framework for PK-12 targeting goals specific to the area of social emotional growth and development among students. Staff will require additional support via professional development as well as continued assessments of programs and supports currently in place by the SEL Working Group.

**Element One SMART Goal:** The District will develop and implement a comprehensive Pre-K - 12 SEL Curriculum. All SPS faculty & staff will be provided with targeted professional development. Implementation will be incremental with a full program evaluation being completed by August of 2025.

FY 2023 - Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Establish SEL Working Group to develop a SEL framework for the District	District SEL Teams Building Admin Curriculum Directors Stipends - ESSER III	Amy Saraiva	September 2022
Conduct a more in-depth Internal SEL Needs Assessment / Current Program Evaluation including all members of the school community.	Time	SEL Working Group	September 2022 - November 2022
Develop SEL Scope and Sequence (Tier I and Tier II - Appendix III) using exemplars provided by DESE and existing state models	<a href="#">CASEL - 5</a> (Collaborative for Academic, Social, and Emotional Learning)	SEL Working Group	December 2022 - February 2023
Develop SEL Frameworks specific to adolescent development for Grade PK - 12	DESE/ Federal Guidelines/state samples	SEL Working Group	March 2023 – April 2023
Identify a SEL Curriculum Grade PK - 12 (Tier I and Tier II)	CASEL 5	SEL Working Group	April 2023 – June 2023
Develop/Identify a Data Tracking System to be Embedded within PowerSchool	Time Funding	SEL Working Group	April 2023 – June 2023
Identify Embedding Strategies and Related Components to Implement the SEL Frameworks / Curriculum	CASEL 5	SEL Working Group	May 2023 – July 2023

Develop SEL Professional Development Plan	Time	SEL Working Group	May 2023 – June 2023
Develop Family/Community Engagement Plan	Time	SEL Working Group	May 2023 – June 2023
<b>FY 2024 - Action Steps</b>	<b>Supports/Professional Development/Resources from District</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Rolling Implementation of SEL Frameworks / Curriculum (Tier I & II)	Time	SEL Working Group	September 2023
Conduct a second Internal SEL Needs Assessment / Program Evaluation, utilizing information developed in Year 1, targeted toward school counselors and building principals. Potential staffing requirements will also be delineated.	Time	SEL Working Group	September 2023 - December 2023
Explore the 4 SEL curriculums identified in Year 1, as well as related models of implementation used in districts with student profiles similar to SPS.	Time FY24 PD Budget - Site Visits needed	SEL Working Group	September 2023 - December 2023
Select two SEL Curriculums to pilot.	Time	SEL Working Group	December 2023
Provide Faculty and Staff with Professional Development (12.5 PDPs over 5 Early Release Days)	Time FY24 PD Budget	SEL Working Group	September 2023 - May 2024

Develop SEL Scope and Sequence (Tier III)	Time	SEL Working Group	September 2023 - November 2023
Review Current District 504 Plan (Section 504 of the Rehabilitation Act of 1973), Curriculum Accommodation Plan (DCAP), and Embedded Building Based Support Team (BBST) Component.	Time	IEP Project Team (from the Special Education Triennial Plan) SEL Working Group Assistant Superintendents	September 2023 - November 2023
Update 504 Plan, DCAP, and BBST to Align with the District SEL Frameworks / Curriculum / IEP Requirements	Time	IEP Project Team SEL Working Group Assistant Superintendents	December 2023 - June 2024
Develop SEL Frameworks Grade PK - 12 (Tier III)	Time	SEL Working Group	December 2023 - April 2024
Pilot 2 sample SEL Curriculums.	Time FY24 PD Budget	SEL Working Group	January 2024
Review piloted curriculum with the team and determine effectiveness as well as solidify the model required to deliver SEL instruction.	Time FY24 Budget	SEL Working Group Admin	April 2024
Purchase Identified SEL Curriculum	Time FY24 Budget	SEL Working Group	May 2024
Identify PD sessions needed to train teachers on SEL curriculum, Scope and Sequence and CASEL-5 Frameworks.	Time	SEL Working Group	May 2024 - June 2024

Identify Embedding Strategies and Related Components to Implement the SEL Frameworks / Curriculum	Time	SEL Working Group	April May 2024 – June 2024
<b>FY 2025 - Action Steps</b>	<b>Supports/Professional Development/Resources from District</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Add a School Counselor / SEL Director Position	FY25 Budget	Superintendent	July – August 2024
Integrate Section 504 and BBST into PowerSchool	Time	Data Manager Assistant Superintendents	July & August 2024
Rolling Implementation of SEL Frameworks / Curriculum	Time FY25 PD Budget	SEL Working Group	September 2024
Provide Targeted Professional Development to All Teachers re: 504, DCAP and BBST updated procedures	Time FY25 PD Budget	SEL Working group IEP Project Team	September 2024
Full implementation of updated procedures for BBST, 504 and DCAP	Time	SEL Working Group IEP Project Team SPS Faculty and Staff	October 2024
Ongoing Professional Development through Building Level Faculty Meetings (SEL / DCAP / BBST)	Time FY25 PD Budget	SEL Working Group IEP Project Team	October 2024 – April 2025
Assess Impact of SEL Frameworks / Curriculum and DCAP / BBST	Time	SEL Working Group IEP Project Team	June - August 2025
Full Implementation of the SEL Framework / Curriculum	Time	SEL Working Group SPS Faculty and Staff	September 2025

*S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked*



## **Element One APPENDIX I**

BRYT - Bridge for Resilient Youth in Transition - One in every five U.S. adolescents has a serious mental health condition and 10 percent will experience extended absences from school. For these students, school re-entry can be overwhelming, fraught with problems including depression, anxiety, and fear of social rejection. These youth disproportionately struggle, attempt suicide, abuse alcohol and drugs, and function poorly at home, in the classroom, and among friends. They are at high risk for academic failure and their families are often in crisis, as well. The challenge of recovery while managing typical adolescent social and academic pressures can lead to a high rate of relapse. Up to half of students with serious mental health disorders drop out of high school.

Bridge for Resilient Youth in Transition (BRYT, pronounced “bright”) is changing that reality. Its pioneering model of innovative school bridge programs equips schools to provide short-term intervention, improve student outcomes, get 85% or more of students back to their regular academic schedule, and bring dropout rates down to as low as 8%.

Each BRYT program approaches [staffing, space, and services](#) with a consistent vision, while customizing the specifics for each school population and for each student. Dating back to the establishment of the original BRYT Program in 2004 at [Brookline High School](#), the rapidly-growing [BRYT Network](#) now includes 137 schools collectively enrolling 140,000 students. The Brookline Center for Community Mental Health created and continues to manage and grow BRYT. Generating clear benefits to schools and families, BRYT strives to become a standard best practice throughout Massachusetts and, ultimately, across the country.

*The Brookline Center’s BRYT Team receives generous support from local, regional, and national foundations including the C.F. Adams Charitable Trust, Cabot Foundation, Cummings Foundation, The Klarman Family Foundation, the MetroWest Health Foundation, and the Robert Wood Johnson Foundation.*

## **Element One Appendix II - DESE, MTSS, PBIS, & SEL – Acronyms, Description, and Activities**

DESE - Department of Elementary and Secondary Education.

MTSS - Multi-Tiered System of Supports. A Multi-Tiered Systems of Support (MTSS) is a framework for how school districts can build the necessary systems to ensure that each and every student receives a high-quality educational experience. It is designed to support schools with proactively identifying and addressing the strengths and needs of all students by optimizing data-driven decision-making, progress monitoring, and the use of evidence-based supports and strategies with increasing intensity to sustain student

growth. In 2018, Massachusetts updated its MTSS Blueprint to reflect the most current research and enhance the user experience. For example, the current blueprint more explicitly focuses on equitable access and universal design for learning (UDL) and fully integrates social emotional, behavioral, and academic learning.

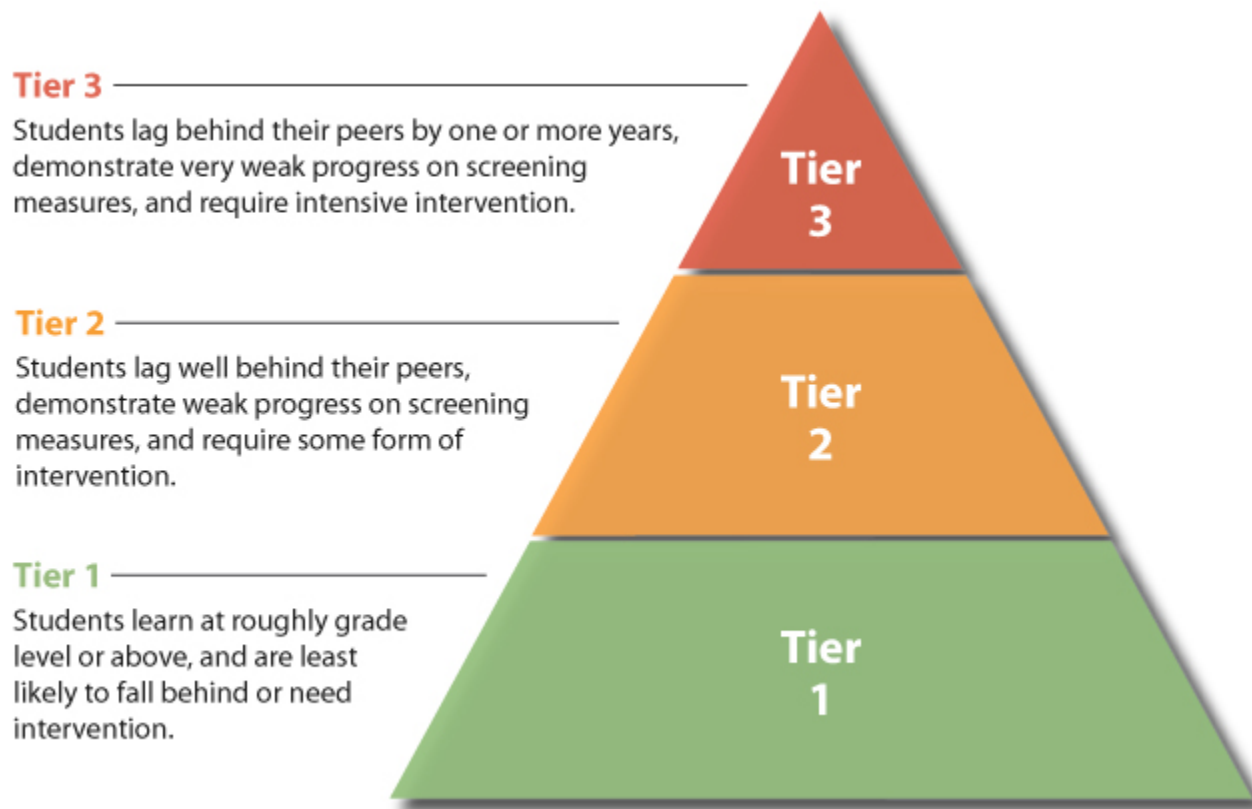
PBIS - Positive Behavioral Interventions and Supports. Funded by the U.S. Department of Education's Office of Special Education Programs (OSEP) and the Office of Elementary and Secondary Education (OESE), the Center on PBIS supports schools, districts, and states to build systems capacity for implementing a multi-tiered approach to social, emotional and behavior support. [The broad purpose of PBIS](#) is to improve the effectiveness, efficiency, and equity of schools and other agencies. PBIS improves social, emotional, and academic outcomes for all students, including students with disabilities and students from underrepresented groups.

The SEL & Mental Health Academy - is a project funded by the [Massachusetts Department of Elementary and Secondary Education](#) (DESE) to help schools and districts across the Commonwealth develop multi-tiered systems of SEL and mental health supports—classroom instruction, small-group support, and individualized care—that are effective, culturally sensitive, and sustainable. Over a three-year period, teams from selected districts participate in annual institutes combined with ongoing professional development, coaching, and customized technical assistance. These supports are designed to help schools integrate social and emotional learning (SEL) and mental health with their current [MTSS frameworks](#), and align new programming with existing priorities, systems, and practices.

During the Spring of 2021 SPS began working with the MTSS Academies. The district committed to nine teams across two academies - PBIS and SEL. Over the course of the first few months the Teams were assembled and introductory webinars were participated in. Each school has a building-based team in addition to one district level team. The Edwin A. Jones Early Childhood Center, O'Donnell Middle School and Stoughton High School committed to the PBIS Academy. The five Elementary Schools committed to the SEL academy. Once teams were formed they met with DESE representatives on a monthly basis and began the process of evaluating the current supports across Behavioral Intervention or Social Emotional Supports. In addition, the teams attended multiple training sessions in their chosen areas. After conducting the inventory, the teams began formulating plans to assess the current supports as well as determine potential supports for the upcoming school year. A TIER I, II, III Support Plan was created summarizing current supports district-wide in the area of Social Emotional. Schools focusing on PBIS developed individual surveys that were shared with faculty and students. That data drove action steps involving individual ideas that were piloted within the buildings. The secondary schools continue to explore the restorative justice components relative to student discipline. The Teams continue to meet and with the

introduction of the Triennial Goals will begin to work with the SEL Working Group to move forward with assessing supports, determining recommendations for curriculums, piloting resources and implementing new plans.

### Element One Appendix III - Tier I, II, III - Illustration



## Element Two: MA-DESE IEP Improvement Project

At the May 14th, 2022 Special Education Leaders Meeting, Dr. Russel Johnson - Commissioner of Special Education for MA-DESE (Department of Elementary and Secondary Education) shared a status update regarding the IEP (Appendix I) Improvement Project. The department initiated this project in 2014, however the rollout to school districts began in the school year 2021. *‘The main goal is to improve outcomes for all students with disabilities by providing guidance, technical assistance, and tools on equitable processes to school and district professionals, families, and students so that all students with disabilities have meaningful access to the curriculum frameworks and life of the school. If students with disabilities have meaningful access to the curriculum frameworks and the skills to engage in all aspects of the life of the school, then we will begin to close the opportunity and achievement gaps between students with disabilities and their age-appropriate non-disabled peers’.*

The new IEP format will allow educators to take a closer look at the individual education plans they are developing for students, ensuring they are data driven and covering all aspects of the students’ school day. The plan below outlines the necessary steps to assist Stoughton Public Schools with adopting the new IEP format as well as taking a critical look at current curriculum assessments, tiered supports and building based support teams across the district.

**Element Two SMART Goal:** The district will implement the new IEP format in a phased approach over three years. Faculty and staff will be provided with targeted professional development. Full implementation and complete program evaluation will be completed by June 2025

FY 2023 - Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Establish Individual Education Plan (IEP) Project Team	Stipends - ESSER III	Carolan Sampson/Amy Saraiva	September 2022
Review IEP Project Requirements and Documentation	Time DESE Resources	IEP Project Team	October - November 2022

Data Management System Evaluation	Time	IEP Project Team	November – December 2022
Participate in DESE IEP Survey (Appendix II)	Time	IEP Project Team	December 2022
Develop IEP Project Implementation Plan	Time	IEP Project Team	January - April 2023
Create IEP Project Professional Development Plan, including a train-the-trainer component.	Time FY24 PD Budget	IEP Project Team	May - June 2023
<b>FY 2024 - Action Steps</b>	<b>Supports/Professional Development/Resources from District</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Establish Year Two Individual Education Plan (IEP) Project Team	Time Stipends	Special Education Director	September 2023
Finalize IEP Project Professional Development Plan – Including a Train-the-Trainer Component	Time	Special Education Director	September – October 2023
Pilot Implementation of Updated IEP Process and Documentation (Annual and Triennial)	DESE Supports and PS Forms	IEP Project Team	September 2023 – June 2024
Review Current District 504 Plan (Section 504 of the Rehabilitation Act of 1973), Curriculum Accommodation Plan (DCAP), and Embedded Building Based Support Team (BBST) Component	Time	IEP Project Team SEL Working Group Asst. Superintendents	September 2023 - November 2023

Update 504 Plan, DCAP, and BBST to Align with the District SEL Frameworks / Curriculum / IEP Requirements	Time	IEP Project Team SEL Working Group) Asst. Superintendents	December 2023 - June 2024
Integrate Section 504 and BBST into PowerSchool	Time	Data Manager Asst. Superintendents	July & August 2024
Provide Targeted Professional Development to Special Education Teachers specific to new IEP forms	Time FY24 PD Budget	IEP Project Team	October 2023 – May 2024
Special Education Family Outreach and Trainings	Time Stipends	IEP Project Team	October 2023 – May 2024
Pilot Program Implementation Review and Evaluation	Time	IEP Project Team	May - June 2024
<b>FY 2025 - Action Steps</b>	<b>Supports/Professional Development/Resources from District</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Full Implement of Updated IEP Process and Documentation, District - Wide	Time	SPS Faculty and Staff	September 2024
Provide Targeted Professional Development to All Teachers re: 504, DCAP and BBST updated procedures	Time FY25 PD Budget	IEP Project Team SEL Working Group	September 2024
Full implementation of updated procedures for BBST, 504 and DCAP	Time	IEP Project Team SEL Working Group SPS Faculty and Staff	October 2024

Provide Targeted Professional Development to Special Education Teachers specific to new IEP forms	Time FY25 PD Budget	IEP Project Team	October 2024 – May 2025
Provide Targeted Professional Development to All Teachers re: 504, DCAP and BBST updated procedures	Time FY25 PD Budget	IEP Project Team SEL Working Group	October 2024 – May 2025
Special Education Family Outreach and Trainings	Time Stipends - District Budget	IEP Project Team	October 2024 – May 2025
Full IEP Program Implementation Review and Evaluation	Time	IEP Project Team	May - June 2025

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### **Element Two APPENDIX I - IEP - Individualized Education Plan**

Each public-school child who receives special education and related services must have an Individualized Education Program (IEP). Each IEP must be designed for one student and must be a truly *individualized* document. The IEP creates an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to work together to improve educational results for children with disabilities. The IEP is the cornerstone of a quality education for each child with a disability.

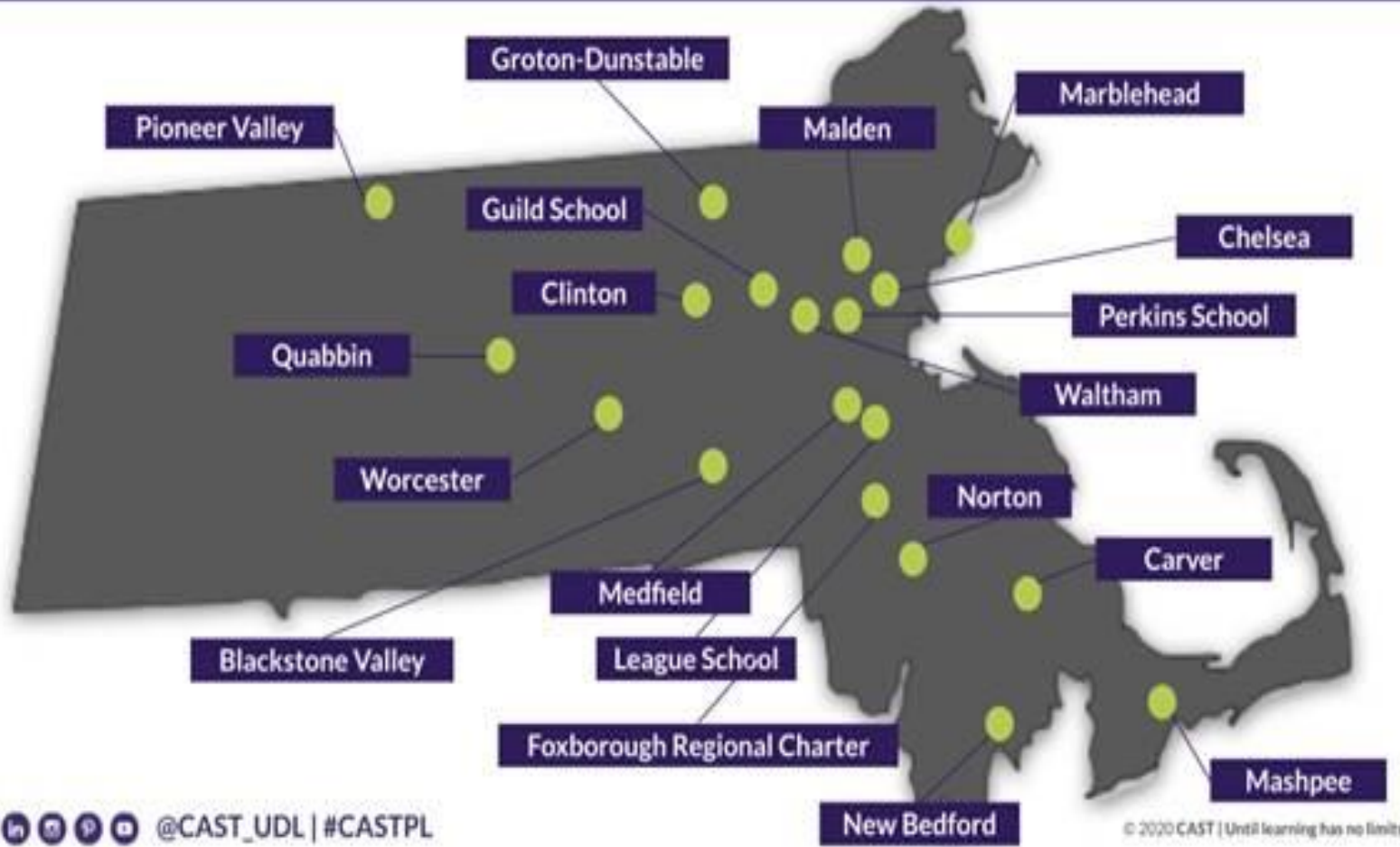
To create an effective IEP, parents, teachers, other school staff--and often the student--must come together to look closely at the student's unique needs. These individuals pool knowledge, experience and commitment to design an educational program that will help the student be involved in, and progress in, the general curriculum. The IEP guides the delivery of special education supports and services for the student with a disability.

### **Element Two APPENDIX II - Links to varying sites speaking to the IEP improvement project**

[DESE - MA Landing Page for Project](#)

**Current Towns who are early adopters:**

# 2021 Early Adopter Districts





### **Element Three: English Language Education Program Expansion**

The Stoughton Public Schools experienced a significant increase in the number of ELs enrolling in the District during the 2021-2022 school year. Not only has there been an increase in numbers, most of the newcomer students since the Fall of 2021 have been beginner ELP (English Language Proficiency) Level 1, requiring 90 minutes of direct ESL instruction daily. The roles and responsibilities of the ELE teachers and the Director have increased since the implementation of legal requirements under the LOOK Act of 2017. The elements of the LOOK Act include the ELPAC, the Seal of Biliteracy, the implementation of ILPs: EL Plans for Success. The ILPs, like a DCAP or 504, provide goals and accommodations for those ELs who are not meeting benchmarks to attain English proficiency within a 6-year time span. Unlike in years past, ELE teachers and the ELE Director function much like special education teachers where they are required to deliver direct ESL instruction in addition to screening/testing students, maintaining appropriate and translated documentation, creating ILPs with goals and accommodations and distributing and reviewing ILPs with general education teachers. In addition, the monitoring requirements for FEL (Former English Learners) have increased from two years to four years, contributing significantly to the amount of monitoring and data collection that takes place annually.

**Element Three SMART Goal:** In order to meet the needs of a growing English Learner student population, and demonstrate with DESE regulations and the LOOK ACT of 2017, Stoughton Public Schools will increase staffing and make programmatic changes over the course of the triennial plan. At the conclusion of the plan, 1.) all EL students will be receiving the DESE required hours of direct English language instruction; 2.) the Director of Language Acquisition will oversee the ELE and World Language Departments; and 3.) all necessary curricular and assessment components will be fully implemented. A comprehensive ELE program evaluation will be completed, based on the Casteñada Three Prong Test (Appendix 3), at the completion of the plan.

FY 2023 - Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Expand Elementary School ELE services by adding an ESL teacher	1.0 FTE Unit A Position	Superintendent Principal ELE Director	September 2022 (enrollment driven)
Implement the AVANT Native Language Proficiency Assessment to newcomer EL students	Time Funding	ELE Director	September 2022
Expand Individual Language Plan (ILP) requirements for EL students not meeting annual benchmarks to all EL students at the secondary level	Time	ELE Director ESL Teachers	September 2022
Update Scope and Sequence & ELE curriculum - Grades K - 12 - to include Model Curriculum Units, WIDA 2020 Standards, and embedded Phonics (Foundations / Wilson)	Time Funding	ELE Director	July 2022 – June 2023
Provide training on ELlevation (ELE Database) to general education teachers and administration	Time	ELE Director	September 2022 - June 2023
Incorporate ESL offerings to the Stoughton Academy program of study	Time	ELE Director SA Director	September 2022 (tuition based)

Initial Rosetta Stone Implementation – Students, Families, Faculty and Staff	Time Professional Development	ELE Director Director of Ed. Technology Curriculum Team	September 2022
Expand Stoughton High School counseling services by adding a part time multilingual School Counselor	0.4 FTE Unit A Position	Superintendent Principal ELE Director	January 2023
Expand Secondary ELE services by adding four (4) SEI Paraprofessional positions to SHS and OMS	4.0 FTE Para I Positions	Superintendent Principals ELE Director	January 2023
Year One - program progress meeting	Time	ELE Director Asst. Superintendent Principals	May 2023
<b>FY 2024 - Action Steps</b>	<b>Supports/Professional Development/Resources from District</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Add an ELE Coordinator position	1.0 FTE Unit B Position	ELE Director Superintendent	July 2023
Expand O'Donnell Middle School ELE services by adding an ESL teacher	1.0 FTE Unit A Position	ELE Director Superintendent Principal	September 2023 (enrollment driven)
Procure and Implement Newcomer ELE Curriculum - Year I (Piloted During 2023 Summer Program)	Time Professional Development Funding	ELE Director ELE Coordinator ELE Faculty	September 2023 – June 2024

Add an ESL/SEI coach/co-teacher at the secondary level	1.0 FTE Unit A Position	ELE Director Superintendent Secondary Principals	October 2023
Add an ESL teacher at the elementary level	1.0 FTE Unit A Position	ELE Director Superintendent Elementary Principals	October 2023
Provide ESL courses through Stoughton Academy	Time	Stoughton Academy Director ELE Director	January 2024 - Provide ESL I & II
Year Two - program progress meeting	Time	ELE Director Asst. Superintendent Principals	May 2024
<b>FY 2025 - Action Steps</b>	<b>Supports/Professional Development/Resources from District</b>	<b>Responsible Parties</b>	<b>Timeline</b>
Establish an Exploratory Committee for Bilingual and Dual Language Programs - Year I - Site Visit Focused	Time	ELE Director ELE Coordinator Faculty & Staff	September 2024 - June 2025
Add an ESL/SEI coach/co-teacher at the elementary level	1.0 FTE Unit A Position	ELE Director Superintendent Elementary Principals	September 2024
Add an Administrative Assistant to the ELE Department	1.0 FTE SSA	ELE Director Superintendent	July 2024
Add a Bilingual Community Liaison and Translation Specialist - Portuguese	Funding	ELE Director Superintendent	September 2024

Add a Bilingual Community Liaison and Translation Specialist - Haitian Creole	Funding	ELE Director Superintendent	September 2024
Procure and Implement Newcomer ELE Curriculum - Year II	Time Professional Development Funding	ELE Director ELE Coordinator ELE Faculty	July - September 2024
Conduct the Casteñada Three Prong Test (Needs assessment & program evaluation) Appendix 3	Time	ELE Director	March - June 2025
Identify and implement revisions to the ELE program based on the results of the Casteñada Three Prong Test	TBD	ELE Director Superintendent Curriculum Team Principals	June - August 2025

*S=Specific and Strategic; M=Measurable; A=Action Oriented; R=Rigorous, Realistic, and Results-Focused; T=Timed and Tracked*

### Element Three APPENDIX 1

**Table 1 - English Learners Across SPS 2020-2022 2023**

There has been a significant increase of ELs across SPS during the 2021-2022 school year. Not only has there been an increase in numbers, most of the newcomer students since the Fall of 2021 have been beginner ELP (English Language Proficiency) Level 1, requiring 90 minutes of direct ESL instruction daily. Table 1 shows the increase in ELs since October 2020 through May 2022.

October 2020 Total ELs and FELs	October 2020 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
389	249	38	36	34	14	22	47	58

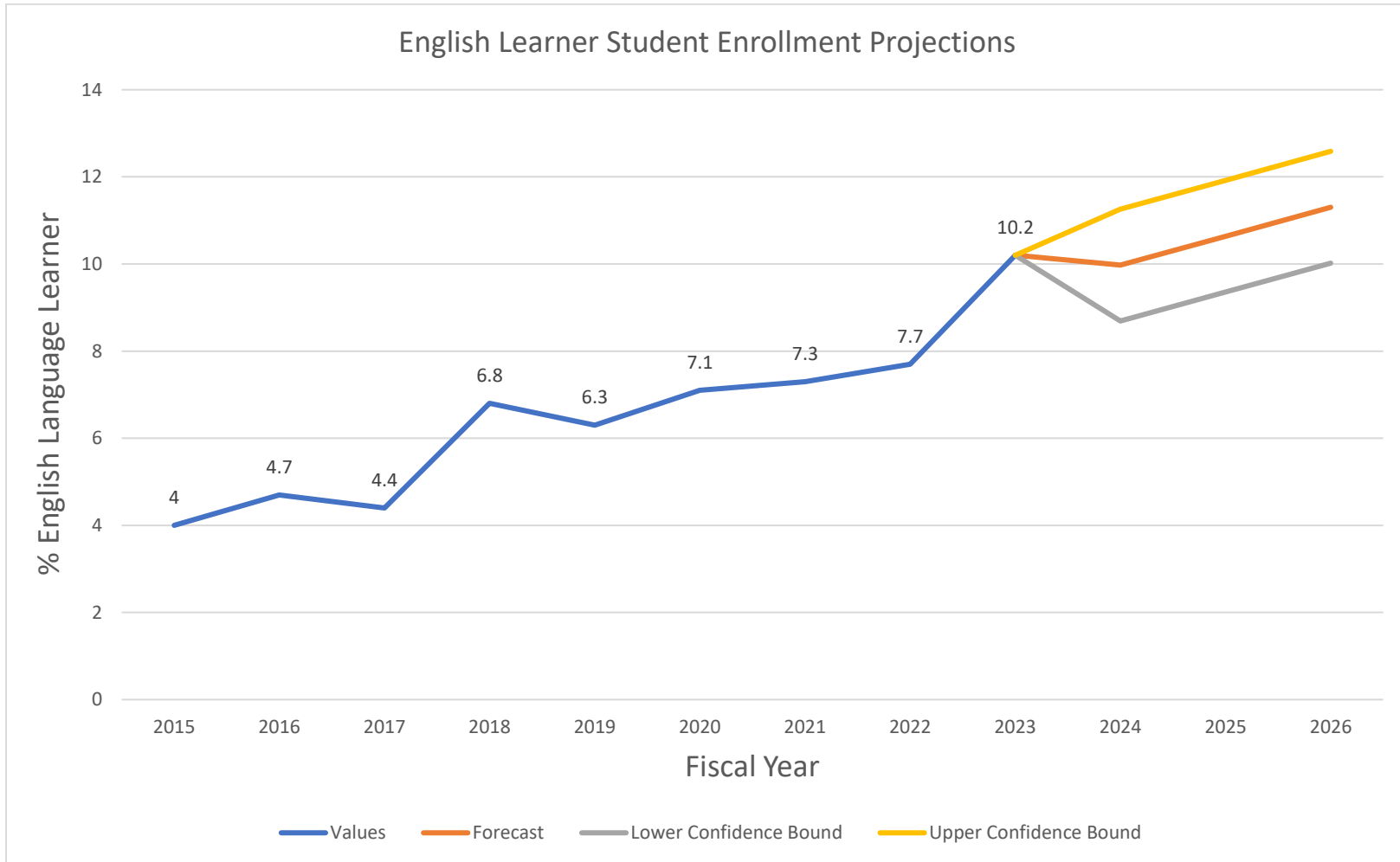
March 2021 Total ELs and FELs	March 2021 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
<b>392</b>	<b>254</b>	<b>45</b>	<b>33</b>	<b>39</b>	<b>12</b>	<b>19</b>	<b>51</b>	<b>55</b>
October 2021 Total ELs and FELs	October 2021 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
<b>409</b>	<b>278</b>	<b>56</b>	<b>36</b>	<b>32</b>	<b>13</b>	<b>19</b>	<b>48</b>	<b>74</b>
February 2022 Total ELs and FELs	February 2022 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
<b>447</b>	<b>320</b>	<b>67</b>	<b>40</b>	<b>39</b>	<b>15</b>	<b>18</b>	<b>58</b>	<b>83</b>
May 2022 Total ELs and FELs	May 2022 Total ELs	Wilkins Total ELs	Gibbons Total ELs	Dawe Total ELs	South Total ELs	Hansen Total ELs	OMS Total ELS	SHS Total ELs
<b>456</b>	<b>330</b>	<b>68</b>	<b>38</b>	<b>41</b>	<b>16</b>	<b>18</b>	<b>61</b>	<b>88</b>
<i>October 2022 Total ELs and FELs</i>	<i>October 2022 Total ELs</i>	<i>Wilkins Total ELs</i>	<i>Gibbons Total ELs</i>	<i>Dawe Total ELs</i>	<i>South Total ELs</i>	<i>Hansen Total ELs</i>	<i>OMS Total ELS</i>	<i>SHS Total ELs</i>
<b>500</b>	<b>371</b>	<b>78</b>	<b>37</b>	<b>46</b>	<b>23</b>	<b>18</b>	<b>59</b>	<b>110</b>
<i>February 2023 Total ELs and FELs</i>	<i>February 2023 Total ELs</i>	<i>Wilkins Total ELs</i>	<i>Gibbons Total ELs</i>	<i>Dawe Total ELs</i>	<i>South Total ELs</i>	<i>Hansen Total ELs</i>	<i>OMS Total ELS</i>	<i>SHS Total ELs</i>
<b>517</b>	<b>386</b>	<b>73</b>	<b>37</b>	<b>48</b>	<b>25</b>	<b>20</b>	<b>66</b>	<b>117</b>

<i>April 2023 Total ELs and FELs</i>	<i>April 2023 Total ELs</i>	<i>Wilkins Total ELs</i>	<i>Gibbons Total ELs</i>	<i>Dawe Total ELs</i>	<i>South Total ELs</i>	<i>Hansen Total ELs</i>	<i>OMS Total ELS</i>	<i>SHS Total ELs</i>
<b>530</b>	<b>398</b>	<b>75</b>	<b>43</b>	<b>50</b>	<b>25</b>	<b>23</b>	<b>66</b>	<b>116</b>
<i>September 2023 Total ELs and FELs</i>	<i>Sept. 2023 Total ELs</i>	<i>Wilkins Total ELs</i>	<i>Gibbons Total ELs</i>	<i>Dawe Total ELs</i>	<i>South Total ELs</i>	<i>Hansen Total ELs</i>	<i>OMS Total ELS</i>	<i>SHS Total ELs</i>
<b>545</b>	<b>384</b>	<b>76</b>	<b>44</b>	<b>46</b>	<b>28</b>	<b>23</b>	<b>70</b>	<b>97</b>

*Note: roughly 50 students exited ESL at the end of FY23 and 25 graduated. As of September 20, 2023, there are still 80+ students in the registration process left to be screened.*

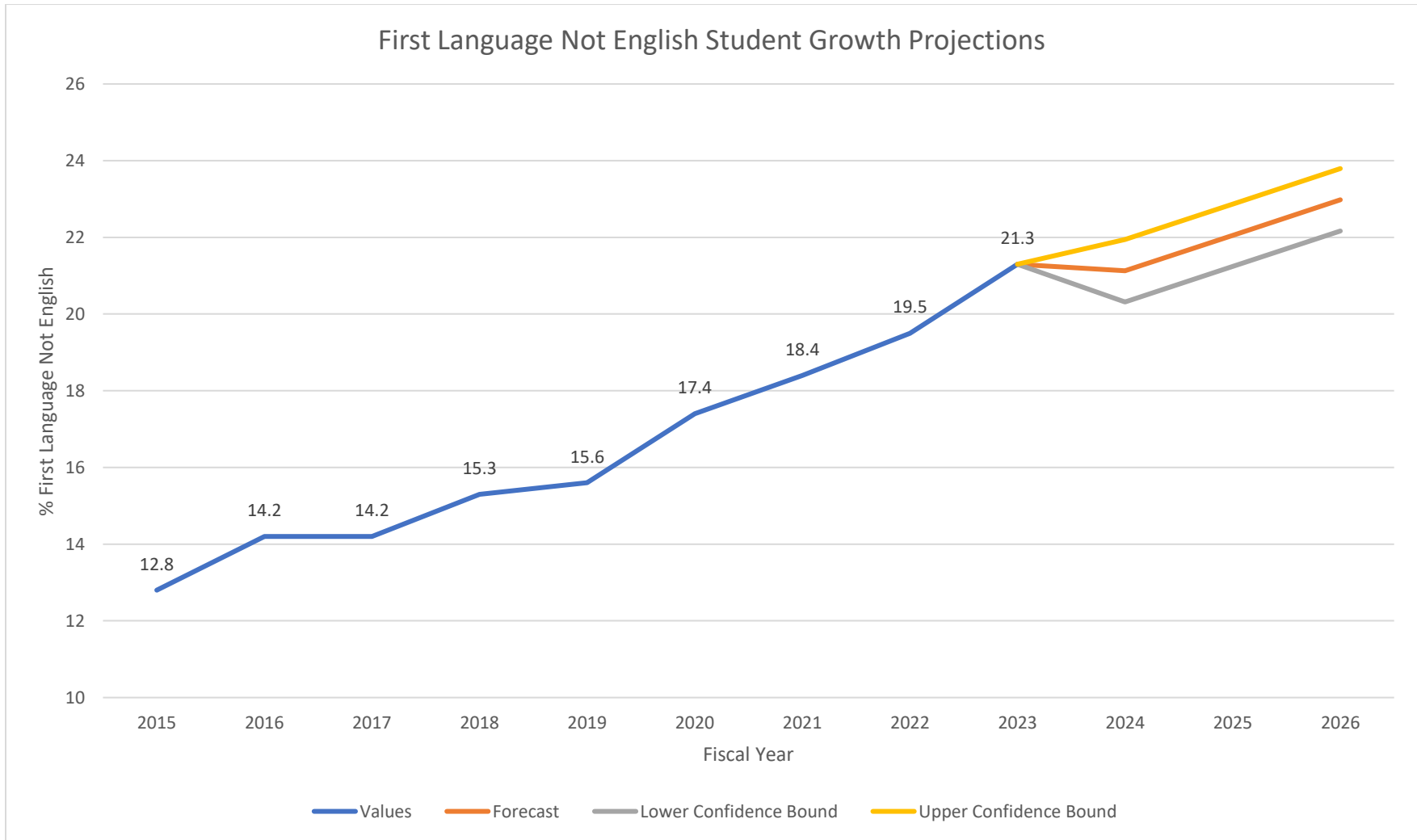
**Table 2 - English Learner Enrollment Projections**

Based on the current data trends over the past eight academic years, the following table provides projections of increases in EL students.

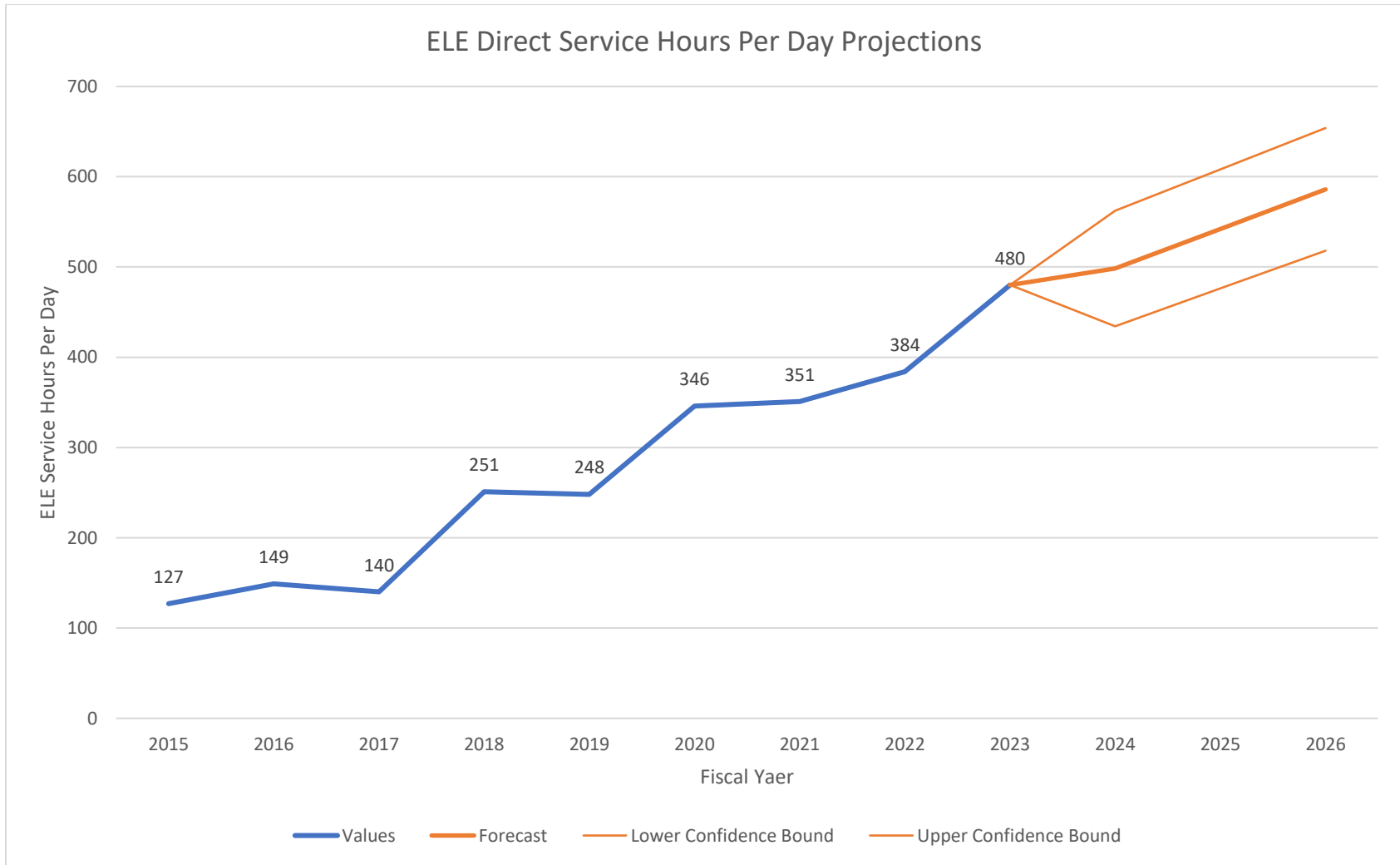




**Table 3 - Student's Whose First Language is Not English Growth Projections**



**Table 4 - English Language Education Direct Service Hours Projections**



## **Element Three APPENDIX 2**

### **DESE ESL Service Requirements**

**Elementary** - DESE Guidance denotes that ESL for newcomers, ELP level 1 students be delivered in small groups, ideally 6-8 students. DESE requires 90 minutes of direct ESL instruction for level 1 and 2 ELs. Therefore, both level 1 and 2 ELs require 7.5 hours of direct ESL instruction per week. Level 3-5 students require 45 minutes of instruction daily. EL teachers typically have 6 45-minute teaching blocks per school day.

**Secondary** - Unlike elementary schools, secondary EL students are not pulled for EL instruction in small groups, instead they have class periods. Nevertheless, DESE Guidance denotes small class sizes for ELP level 1 EL students. Small class sizes would be considered between 10-15 level 1 students. Level 1 and 2 EL students receive 90 minutes of direct ESL instruction (2 blocks) daily. level 3 through 5 EL students receive 45 minutes of direct ESL instruction daily. Secondary ESL teachers have 5 teaching blocks per day and ESL classes one through five are offered.

## **Element Three APPENDIX 3**

### **LOOK ACT of 2017 Legal Requirements**

In addition to providing direct ESL instruction to students, the roles and responsibilities of the ELE teachers and the ELE Director have increased significantly since the implementation of legal requirements under the LOOK Act of 2017.

#### ***ELPAC***

School districts serving 100 or more EL students are required to have an ELPAC: English Learner Parent Advisory Council. ELPACs are intended by law to advise school districts and schools regarding matters that impact ELs, such as providing advice on English learner education programs, meeting regularly with school officials about educational opportunities for ELs, and providing input on school or district improvement plans as they relate to ELs.

#### ***The Seal of Biliteracy***

The Massachusetts State Seal of Biliteracy is an official designation that provides recognition of students who demonstrate proficiency in English and at least one other language. [The LOOK Act](#) of 2017 requires students to demonstrate their proficiency in English by means of the Grade 10 English Language Arts (ELA) MCAS. To attain the Seal of Biliteracy students must also demonstrate proficiency

in another language on a state approved assessment such as the STAMP and AAPPL assessments. Assessments are given twice annually so that students have the opportunity to receive the Seal. The State Seal of Biliteracy takes the form of a seal that appears on the transcript or diploma of the graduating senior and is a statement of accomplishment for future employers and for college admissions.

### *ILPs: EL Plans for Success.*

The ILP, like a DCAP or 504, provides goals and accommodations for those ELs who are not meeting benchmarks to attain English proficiency within a 6-year time span. Unlike in years past, ELE teachers and the ELE Director function much like special education teachers where they are required to deliver direct ESL instruction in addition to screening/testing students, maintaining appropriate and translated documentation, creating ILPs with goals and accommodations and distributing and reviewing ILPs with general education teachers. ELE teachers and the ELE Director hold LAT: Language Acquisition Meetings for all ELs.

### *FEL (Former English Learner) Monitoring Requirements*

If a school-based LAT: Language Acquisition Team examines ACCESS data and other qualifying data and determines that an EL student should be classified as FEL: Former English Learner, the EL designation should be removed and academic progress should be monitored for 4 academic years. FEL students are assigned to SEI endorsed teachers and given the opportunity to participate in small group instruction as well as extended day learning opportunities during the school year and summer.

Monitoring of FELs includes informal meetings throughout the school year and at least 2 formal LAT meetings annually, one in the fall and one in the spring, along with monitoring form completion by all of the teachers who work with the FEL student. The LAT, including general education teachers and ESL teachers, will review students' participation and performance through progress reports, reports cards, assessment data, MCAS data and conversations with parents.

### *Castaneda's Three-Pronged Test*

Castaneda's Three-Pronged Test was developed as a result of a court decision to determine school district compliance with Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act of 1974. In short, the test requires that an ELE program may be determined as sound if the district's academic program for ELs:

- is based on a sound educational theory or on research,
- is implemented with adequate and appropriate resources, and
- resulted in demonstrable academic outcomes for ELs