

**Fall River Public Schools**  
**Student Opportunity Plan: SY 2021-2023**

**→ Commitment 1: Focusing on Student Subgroups**

**Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?**

As an urban Gateway district in the Commonwealth, the student population of the Fall River Public Schools (FRPS) is ethnically and socioeconomically diverse, and 78.3% of students are identified as High Needs. Of all students, 18.1% are English learners, 22.3% are students with disabilities, and 70% percent are economically disadvantaged. Our student population is 49.7% white, 29.3% Hispanic, 8.6% African American, 8.4% multi-race/non-Hispanic, 3.7% Asian, and 0.1% Native American. Described below, FRPS achievement and growth data over the last three years highlights the areas in which work is required as we strive to effectively meet the needs of all our learners and close performance gaps across subgroups.

As measured by the percentage of students Meeting or Exceeding Expectations (M/E) on MCAS across grade levels and content areas, and in comparison to schools and districts across the state, achievement levels for all students in the Fall River Public Schools are low. In 2019, for example, students in grades 3-8 M/E Expectations on ELA MCAS at a rate of 34% - 18 points below the State rate of 52%. In Grade 10, the difference was 23 points. Similarly, the M/E Expectations rate difference for 3-8 Mathematics was 17 points, while the Grade 10 gap was 30. In Grades 5 & 8 STEM, the % M/E difference was 22 points, while the Grade 10 difference (in % Proficient/Advanced) was 19. Taking a closer look at performance, we see that for both English Language Arts and Mathematics, the trend is a widening gap as we compare data sets from Grades 3-5, 6-8, and 10. Additionally, as we examine the performance of racial and ethnic groups, we see that white and Asian students outperform all others across content areas.

Achievement gaps are even more pronounced when we further consider subgroups within the High Needs group. The table below captures a comparison of the percentage of English learners (ELs), Students with Disabilities (SWD) and students economically disadvantaged in the High Needs subgroups, as compared to All students in Meeting or Exceeding Expectations on English Language Arts, Mathematics, and Science MCAS in 2019.

This achievement data comparison highlights a pervasive achievement gap for the three groups of students in the High Needs subgroup - SWD, ELs, and economically disadvantaged. Most concerning is the greater difference for SWD and for ELs in Grade 10 ELA, Math and Science, where the gaps measure anywhere between 25 points and 56 points, with comparatively smaller (but still significant) gaps for Economically Disadvantaged students. To better

understand the gap between our ELs and non-ELs, progress toward English language proficiency was also examined. With respect to student progress as measured by ACCESS in 2019, we see that 48.9% of non-high school students made progress toward their targets, while only 18.5% of high school students made progress.

Following the review of this data, we summarize the following conclusions:

- For All Students, in comparison to schools and districts, performance gaps at the elementary grades are wide across content areas; and in English Language Arts and Mathematics these gaps widen as students progress through elementary, middle, and high school grades.
- The performance gap for students in the High Needs subgroup is most concerning, especially for ELs and SWD for whom there are the greatest gaps.
- Black, Hispanic, and Multi-Race students ~~students~~ face challenges that persist throughout their school careers.

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

**What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?**

The Student Opportunity Act offers an opportunity for the Fall River Public Schools to enhance our commitment to the implementation of evidence-based programs to close opportunity and achievement gaps among our student subgroups. The Department has recommended that, based on our district's projected increase in Chapter 70 state aid, and less a reasonable factor for inflation, FRPS should allocate a minimum of \$7,998,610 in Year 1 (FY21) incremental Chapter 70 funds towards evidence-based programs. Based on internal projections, we anticipate that incremental Chapter 70 funds for evidence-based programs in Years 2 and 3 will be in the range of an additional ~ \$2.2-3.4 million each year.

We intend to use our Student Opportunity Act funds to deepen our work in eight program areas, making multi-year, sustained commitments to each. In addition to the narrative that follows, the accompanying budget file provides a detailed FY21 budget for these programs. These commitments are as follows:

**Enhanced Core Instruction**

1. **Expanded full day, high quality PreK for 4 year-olds including potential collaboration with local providers**
2. **Implement research-based early literacy programs in PreK and early elementary grades**

**3. Early College programs focused primarily on students under-represented in higher education**

4. Supporting Educators to implement high-quality, aligned curriculum

**Targeted Student Supports**

6. Increased personnel and services to support holistic student needs

7. Inclusion/co-teaching for students with disabilities and English learners

**Talent Development**

**10. Diversifying the educator/administrator workforce through recruitment and retention**

12. Increased staffing to expand student access to arts, athletics, and enrichment and strategic scheduling to enable common planning time for teachers

**Evidence-based program #1** - Expanded access to full-day, high quality pre-kindergarten for 4-year olds, including potential collaboration with other local providers

In Year 1, we will increase the number of integrated four-year-old classrooms from 16 to 20. The current projection for FY21 is a total of 450 pre-kindergarten students which includes both three and four-year-olds, an approximate increase of 80 four-year-olds in the first year, and a total of 240 four-year-olds in the first three years of expansion. Subgroups to be addressed include those in the High Needs subgroup.

Currently, FRPS has Pre-K programming in seven of its eleven schools serving early elementary aged students. The planned program expansion will allow for an additional four classrooms, including one new classroom at a school that does not currently offer Pre-K programming. School sites are to include Fonseca Elementary, and three others to be determined. Program expansion also includes a shift from half day to full day programming for four-year-olds, while retaining half-day programs for our three year olds, both integrated and substantially separate. We currently have only four full-day integrated classrooms for our four-year-olds, and one full day ASD classroom for three and four-year-olds requiring this placement. The shift from half day classrooms to full day would mean eight additional full-day integrated classrooms while the remaining classrooms would be for our three and four year olds requiring substantially separate settings.

Program expansion in SY21 requires the following expenditures:

- Increases in staffing to include **four teachers, 6.5FTE paraprofessionals, and a special education office clerk**
- Purchase of a **new evidence-based curriculum** for all pre-kindergarten classrooms. We currently have a quote and are piloting the "Get Set for School" series from Learning Without Tears.
- Purchase of **classroom furnishings**.

Expansion in Year 2 and Year 3 will look similar to what is planned for the coming year. In each subsequent year, we plan to add four classrooms to serve our four-year-old students, possibly partnering with our city agencies. In each of these years, we will add four teachers and eight paraprofessionals, and continue to provide a research based literacy curriculum that would allow all learners to access the academic, social emotional, and play standards required in pre-kindergarten.

**Evidence-based program #2:** Research-based early literacy programs in pre-kindergarten and early elementary grades

Fall River Public Schools will focus on a three-year roll out of K-2 English Language Arts/literacy core program implementation, including resources, related professional development, and ongoing curriculum development cycles. We will focus on district wide implementation in grades K-2 (~2700 students) during Year 1. This resource will be used to strengthen Tier I for all students in a general education setting (including English learners and students with disabilities in an inclusion setting), as well as our special education students in substantially separate classrooms accessing grade level curriculum with appropriate accommodations and modifications. At the elementary level, this ELA/literacy roll out also includes an eventual reach to ~2800 students in grades 3-5 (captured in EBP#4).

Research will guide our implementation of an effective early elementary literacy program which will include:

- Support for schools in the **establishment of school-based literacy teams to ensure program alignment** and success across classrooms.
- Analysis and **adoption of high-quality, evidence-based literacy curriculum materials** for English Language Arts using the Mass Curate rubric with special attention to how well the materials provide for varied means of accessing content for students with disabilities and those working below, at, or above grade level. In addition, we will assess the materials with a lens on how well the resources are supportive of students at various levels of English proficiency in order to have access to grade level content, cognitively demanding tasks, and opportunities to develop academic language in English.
- Provision of initial and ongoing **professional development** and support to teachers, leaders, and support staff, through embedded instructional coaches, district-based PD led by FRPS staff, and external PD providers.

In Year 1 (FY21), we will focus primarily on core instruction in early literacy Kindergarten through grade 2. With support from instructional coaches, educators will plan for and

implement the newly adopted instructional materials, participate in curriculum-specific professional development, utilize criterion-referenced and norm-referenced assessments to monitor and support implementation of curricula, and collect and summarize data on evidence of student learning, including disaggregation of data based on subgroups.

In Year 2 (SY22), we will expand our K-2 focus to include selecting and supporting appropriate integrated, supplemental, Tier II interventions. Teachers will receive training on specific evidence-based interventions that complement the adopted instructional materials, while instructional coaches provide ongoing support to educators to implement interventions appropriately. We will begin a curriculum cycle including continued implementation and revision based on Year 1 outcomes. We will continue to monitor the implementation of the curriculum, continue professional development opportunities to support the core, and continue to collect data to guide further revisions.

In Year 3, we will continue to expand our reach into K-2 literacy with a focus on integrated, intensive, Tier III interventions. This includes selecting evidence based Tier III interventions for students that do not respond to Tier I and Tier II supports, providing support to those teachers providing Tier III interventions, and sustaining integrated tiered supports. In addition, we will continue to monitor the implementation of the curriculum, continue professional development opportunities to support MTSS, and continue to collect data to guide further revisions.

**Evidence-based program #3:** Early college programs focused primarily on students under-represented in higher education (SOA category I)

The Fall River Public Schools Early College program is intended to increase rates of college enrollment, persistence, and graduation for students from underserved populations including English Language Learners, Former English Language Learners, First-Generation Students, Low Income students, Hispanic students, African-American students and students with disabilities. It has been designed using the principles put forth for the Massachusetts Early College Initiative, promoting equitable access by targeting students from underserved populations in a designated Gateway City and providing them with access to college courses and comprehensive student support to help them build the skills, confidence, and persistence for post-secondary success. It provides robust student support, from the pre-placement stage through the dual enrollment coursework, by providing concurrent tutoring and mentoring. It also incorporates individual college and career planning through Naviance and other experiential career development services for all students participating in the program.

The existing pilot program, now in its 3rd semester at BMC Durfee High School, includes a pathway for English Language Learners and has already accelerated the college careers of

thirty-nine graduates of Durfee High School, including students from the aforementioned underserved populations. Fall River and its Higher Education partners are committed to expanding this program until fully enrolled at 80-100 students per grade level (240-300 total). Fall River has taken a two-pronged approach when developing academic pathways within the early college program. With our partner Bridgewater State University, we have focused on career pathways that highlight teaching and social service leadership, with the goal of exposing more students to the fields of education and social service. Long term expectations are that this program can have a broader impact on the southcoast community by helping to develop teachers and social service professionals who are representative of the communities they serve. With our partner Bristol CC, we have aligned our pathways to labor market demand, choosing the two fastest growing careers in the south coast - Health Science and Business. Each student in each pathway will have the opportunity to take between 12- 24 transferable college credits prior to high school graduation.

In the Fall of 2020 (Year 1) - BMC Durfee will onboard 80 sophomore students and 80 junior students into the early college program. Seniors currently enrolled in the pilot early college program will also continue to have access to college coursework. In Fall of 2021 (year 2) and 2022 (Year3), 80-100 new sophomore students will be enrolled each school year. The 80-100 students already enrolled in the program in grades 11 and 12 will continue in the program.

In all three years, sophomore students will receive targeted academic support and college and career exploration (through an onboarding high school class), as well as career/college immersion opportunities. Juniors will begin taking college coursework in their designated pathway along with concurrent mentoring and academic support. Students will take college coursework 3 days per week while having 2-days per week of mandatory academic support. Partners JFYNet (Bridgewater State) and Trio Educational Services (Bristol CC) will help provide this support.

Student opportunity funds will be utilized to help transform this program into a fully designated early college pathway. Funds will be utilized to hire **one FTE Early College Specialist** who will serve as an advisor to all students in the program, support logistics, and act as a conduit between colleges and Fall River Public Schools. This individual will also be tasked with building a College and Career exploration course that all sophomore students enrolled in the class will take. Funds will also be used to **expand access to the Naviance Platform** (purchased for the first time in 19-20 SY). Naviance will be the key platform where students will develop their MyCaP plan. The goal is for work on MyCap to begin in 6th grade and continue to high school graduation for all students. Finally, funds will be utilized to support the **purchase of dual enrollment college courses** so that they will remain at no-cost for students. Fall River and its

higher education partners plan to fund 12 sections of college coursework in the 20-21 school year and 16 sections in school year 21-22 and 22-23.

**Evidence-based program #4** Supporting educators to implement high-quality, aligned curriculum

### **Mathematics/Numeracy**

Fall River Public Schools will **begin a multi-year roll out of K-12 Mathematics/numeracy core program implementation** and related **professional development** and ongoing curriculum development cycles. In Year 1, we will focus on grades 6-8 (~2400 students) and grades 9-10 (approximately 1300 students). In year 2, we expect to expand to grade 11 (600 students) and pilot and/or field test in selected grades 3-5 (~2800). In year 3, we expect to expand to grade 12 (600 students) and a soft launch in K-2 (~2700). Throughout the roll out, a focus will be placed on High Yield Instructional (HYI) strategies and Universal Design for Learning (UDL) best inclusive practices for teaching and learning.

FRPS is committed, K-12, to quality, core curriculum in mathematics and to enhance instruction by supporting ALL students toward Algebra readiness by grade 8, setting foundations for rigorous high school coursework. Efforts to close achievement and opportunity gaps will include improved core instruction and inclusive best practices for literacy and numeracy in Mathematics. Our reach to the high needs subgroup, and specifically our SWD and EL subgroups, is grounded in universal design for equitable access to high quality core content, teaching, and learning, providing gateways to 21st century workplace STEM/STEAM careers.

### **Science**

Year 1 will focus on a **secondary pilot of OpenSciEd and NextGenStorylines** in grades 6-10 for ~4000 students. This is the start of a multi-year, districtwide, K-12 core Science program implementation with related **professional and curriculum development cycles**, grounded in authentic, student-centric, phenomenon-based, instructional units to improve student outcomes on MCAS assessments, fostering college and career readiness. District MCAS data has indicated significant needs to adopt high quality, evidence-based, science programs aligned to 2016 Massachusetts STE Curriculum Frameworks for all students, and current K-12 curricular resources do not appropriately align to grade level standards and depths of knowledge required for students to attain expected proficiencies.

In Year 2, we will continue pilot refinement at these levels, expanding pilot work into grades K-5 for ~5400 students, with curricula adoption research completion expected by end of SY22. Year 3 pilot work will extend to ~1200 grade 11-12 and ~750 preK students. Access and equity to support STEM and PLTW instruction in science, engineering, and technology, will be provided

with three additional K-5 positions added in Year 1 for STEM, PLTW and core science instruction (see EBP#12).

### **ELA/Literacy**

Fall River Public Schools will begin a multi-year roll out of a K-12 English Language Arts/literacy core program implementation, including related professional development and ongoing curriculum development cycles. This will include, in Year 1, the simultaneous launch of a new K-2 ELA/literacy program (see details in EBP#2), along with the **re-establishment of a curriculum development cycle** following the current FY20 pilot of EngageNY modules/units of study in grades 6-8 (~2600 students), and the launch of **field testing/selection of a high quality program** in grade 9 (~750 students). In Year 2, we expect secondary expansion to grade 10 (~650 students), as well as the expansion of early literacy work into the upper elementary grades 3-5 (~2800 students). In years 3 and 4, expanding to grade 11 (~600 students) and grade 12 (~600 students) respectively. Throughout the roll out, we will focus on High Yield Instructional (HYI) strategies and Universal Design for Learning (UDL).

FRPS is committed, K-12, to quality, core curriculum in English Language Arts and to enhance instruction by supporting ALL students toward rigorous college and career readiness by graduation. Efforts to close achievement and opportunity gaps will include improved core instruction and inclusive best practices for literacy and academic language acquisition in ELA specifically and across the content areas (particularly in Science and Social Studies).

To ensure that this work is supported across schools, we will **add a Humanities Department Chair** at the Henry Lord Community School (K-8). This instructional leadership position provides direct support to teachers in PLCs and CPT, provides coaching/modeling in classrooms, and assists in the further development of curriculum and related instruction and assessment, and otherwise supports teachers to implement high quality curriculum.

### **From Targeted Student Supports**

**Evidenced-based program #6:** Increased personnel and services to support holistic student needs

An overarching strategy in our planning to meet the varied academic, social-emotional, and physical needs of our more than 10,000 students has been the creation of more than 50 new positions in the SY21 budget dedicated to supporting the holistic needs of students. Most of these were proposed to provide direct service and support to students and families across the district and, overall, there is reach across all sixteen of our schools and across our high needs subgroups.



Among these new positions are a **school nurse** to split time as needed between district schools, an **interventionist** at Doran K-8, a **vice principal** at Spencer Borden, and **four classroom paraprofessionals** to support students in the general education setting at Fonseca and Tansey elementary schools. Additionally, in an effort to provide better communication around student supports and equitable access to those supports for students and their families, **two bilingual Community Facilitators** will be hired for the purpose of providing translator/interpretation services at various school meetings and events at various schools throughout the school year.

In order to better support the holistic needs of students with disabilities, in particular, the district has added a variety of administrator and educator (direct service staff) positions. For our schools with large (serving 36 students or more) substantially separate special education programs, we have added school-based administrator positions in the form of **6 cluster coordinators** and **BCBAs**. They will be responsible for oversight of instruction, behavior intervention, and overall student and staff wellness. To further meet our growing student numbers and diverse needs, we will add **7 substantially separate classroom teachers** and **12 paraprofessionals** to support students in our specialized programs. This will allow the district to expand the continuum of placements for students within our district schools.

As growing student numbers are accompanied by related needs for services, the district is adding **one PE/APE teacher**, **one Speech and Language Pathologist** and **one Speech and Language Pathologist Assistant**. To ensure the district's ability to hold comprehensive IEP meetings which address the students' holistic needs, we have also added **one Evaluation Team Chair (ETC)** to decrease current caseload numbers. In our Public Day Program we have added **one behavioral therapist** in order to support the growing needs of the school. These positions will not only help meet the holistic needs of our students, but also aid in teacher retention and support, and further help develop the leadership pipeline for the district.

In order to support social and emotional health and wellness in the lower grades across all schools, we are adding **5 school (adjustment) counselors** to our larger elementary schools, using a 250:1 student to adjustment counselor ratio. As a growing number of our students have experienced childhood traumas, the additional social-emotional support will serve to better support not only our students, but also our staff. The additional school adjustment counselors, along with **one Student Support Coordinator** and an **SEL paraprofessional** will be supporting general education students, students with social emotional goals on their IEP's, as well as who any might be in crisis - collaborating with teachers, facilitating support groups and peer mediation, providing referrals to mental health agencies, and connecting families with resources in the community. These positions will be directly working with our students who are

most at risk, and, specifically, **one bilingual School Adjustment Counselor** will assist in supporting our growing EL population.

In an effort to provide equitable access to all middle school students, and get us closer to the 250:1 student ratio, **one School (Guidance) Counselor** will be added to support students with academic planning, social-emotional development, and college and career exploration in the district's two K-8 schools. This school counselor will collaborate with adjustment counselors and school administrators to support all students within the school and across schools will have a reach to more than 400 middle school students. The counselor will provide direct service in the form of classroom guidance lessons, small group counseling, and individual meetings. The school counselor will focus on development of academic skills, course selections, career pathway development (through building a MyCAP for each student) and social-emotional student needs among other things.

The Fall River Public School District is committed to addressing our most chronically absent student's needs and will continue to invest in our **attendance initiative activities** and staffing. We know that if students are not in school, they may not be learning and that absence hinders progress. Currently we have two bilingual Parent Community Workers who serve as liaisons between the home and the school. In Year 1, we will add **three bilingual Parent Community Workers** to increase the number of families with whom we are connecting. We will also hire **eight School Office Paraprofessionals** to assist our Attendance Officers making contact with families and in setting up appointments for our officers and administrators to meet with students and families to create Attendance Action Plans aimed at getting our students to school on a more consistent basis.

The District is also looking to expand its engagement with families through our Parent Engagement Center by hiring a **full-time bilingual Licensed Practical Nurse**. This nurse will meet our families at intake and assist them with accessing needed services (such as immunizations), making the admission process smoother and quicker. Additional support for English learners and their families includes **expansion of translation services** and **increased support for those seeking enrollment/transfers** during the summer months. In Years 2 and 3, we will expand upon supports as needed to further improve upon engagement of students and their families.

**Evidence-based program #7:** Inclusion/co-teaching for students with disabilities and English learners

Currently the Fall River Public Schools has an inclusion teacher to student ratio of 25 students to one teacher. In an effort to reduce this ratio at the elementary and K-8 schools, we have added **eight inclusion teachers** at Doran, Fonseca, Greene, Henry Lord (2), Letourneau, Silvia,

and Spencer Borden. In Year 1, this additional staffing will result in increased co-teaching time and instructional planning time across schools, and will support greater focus on keeping students in their least restrictive environment. Additionally, the increase in staffing has the potential to reduce the caseload for teachers by approximately five students (this will fluctuate depending on the amount of referrals for schools). We are aiming for a gradual caseload reduction through Years 2 and 3, as well. In addition, the district will be prioritizing **professional development** around models, planning, and instruction around inclusion in order to support our new and current special education inclusion teachers. The district is currently calling for proposals for professional development plans from outside consultants.

Planned increase in support for our growing population of English learners includes the addition of **three ESL Mainstream SEI Teachers, one K-5 MLL Department Chair, and additional classroom resources**. Currently our English learners make up 19% of the student population in the Fall River Public Schools, and midyear projections estimated an additional 300 enrollments by year's end. The teachers will provide direct support to students in mainstream classrooms, while addition of a K-5 Department Head will provide administrators and educators with the necessary level of support to deepen their knowledge of second language acquisition and culturally responsive pedagogy to positively impact learning and teaching.

In Year 1 (SY21), the Fall River Public Schools will also launch its first Dual Language Education (DLE) program, beginning with two DLE Kindergarten classrooms at Viveiros Elementary. This inclusive program will be open to all students, including Special Education students and English Learners, where both native English speakers and native Spanish speakers learn alongside each other. The program will provide biliteracy instruction and core instruction for all students in the program. In Year 2, the DLE program will be expanded to Grade 1, and in Year 3 will be expanded to Grade 2, with plans to add a grade each year up to grade 12. The program model will be 50/50 so that students are learning biliteracy skills in both English and Spanish with the goals of bilingualism/biliteracy, high achievement in both languages, and cultural competency.

### **From Talent Development**

#### **Evidence-based program #10 - Diversifying the educator/administrator workforce through recruitment and retention (D and H)**

Given our racially, ethnically, and socio-economically diverse student populations, and how essential it is for an educator workforce to reflect the communities they serve, thousands of students across the district stand to benefit from FRPS efforts aimed at workforce diversification.

In the last two years the FRPS has taken specific steps aimed at diversifying our workforce through innovative recruitment strategies. These have included the creation of the Instructional Support Liaison (ISL) position, participation in the Journey Into Education and (JET) program, and the initial roll-out of what will be a multi-school partnership with Coaching4Change. These strategies have offered more of a long-term, pipeline effort at diversification, whereas with a fourth strategy we hope to see a more immediate impact on recruitment and retention - an impact on which can capitalize in the immediate future when coupled with increased professional development, smaller class sizes/caseloads, and improved resources made possible through other evidence-based program priorities.

In SY21, we will **increase teacher salaries** as part of our efforts to recruit and retain a more diverse workforce. FRPS salary schedules are not competitive with those in surrounding towns, and we often lose teaching candidates and existing employees to districts within a few miles of our own. In "Strategies for Attracting and Retaining Educators: What Does the Evidence Say?" (2019), Podlosky et al. suggest, "Given these salary differentials among districts, high-poverty districts consistently struggle to attract and retain effective teachers, who can often take a less demanding, higher-paying job in another district down the road" (p. 14). Based on our experience, this conclusion, and those of other researchers, we will leverage SOA funds to increase teacher pay as part of a larger effort around recruitment and retention.

The ISL position was created for SY20 and, in addition to offering increased opportunities for academic intervention with our struggling students, was intended as a tool to attract a more diverse pool of college graduates who had not previously sought educator licensure, but wanted to get their feet in the door in the district. Individuals working in these positions are compensated at a higher rate than other paraprofessionals in FRPS, receive specialized training, and are working alongside highly qualified teachers as they pursue licensure. For SY21, we have added **12 ISL positions to the budget**. In SY22 and SY23, we expect to further support those in ISL positions with increased opportunities for professional development and assistance with obtaining licensure.

Presently, the district has three candidates in the Journey Into Education and Teaching (JET) program, a program aimed at supporting paraprofessionals who are looking to finish a degree and enter into a teaching career. At a recent information session, fourteen additional candidates from our current pool of paraprofessionals also signed up to get more information and apply to the program. Given that our paraprofessional workforce has more diversity than our teacher workforce, and the fact that our paraprofessionals traditionally are community residents who connect well with our student population, we consider this program a viable pipeline to a more diverse workforce, and will continue to support it in the coming years.

Currently, two schools (Talbot Middle and Henry Lord Community School) partner with Coaching4Change, an after school mentoring program that pairs licensed teachers with aspiring educators and other students from local colleges and high schools, including our own Durfee High School. Given its reach into area colleges and Durfee, C4C recruitment offers the opportunity for diverse candidates who may or may not be considering a career in education to gain some experience working with middle school youth. These aspiring educators and would-be educators are coached by teachers in the school as they lead academic sessions and structured physical activity in an after school program serving middle schoolers. The goal of the program is multi-dimensional - offering struggling students from our struggling subgroups access to meaningful after school programming, giving aspiring educators and other service-minded students from any major the experience of working alongside experienced educators as they gain experience working with middle school youth, and offering master teachers the opportunity to serve in the role of mentor/supervisor. In SY21, we will expand current programming in the schools to reach more students, connect with an increased number of aspiring educators, and strengthen our leadership pipeline. In SY22 and SY23 we will expand the partnership to include more district schools and partner with C4C in their identification of promising candidates.

In addition, Fall River's Early College Pathway in Education (see EBP#3), is designed to expose a diverse group of high school students to the field of education, offering students opportunities to take transferable college coursework at Bridgewater State University's College of Education and Health Sciences, as well as gain internship/capstone experience in the education field. The goal is for 20 students per school year to graduate from BMC Durfee High school having completed the early college pathway in education. The long term goal is to connect interested students with opportunities (such as coaching4change) in Fall River during their college career.

## **12. Increased staffing to expand student access to arts, athletics, and enrichment and strategic scheduling to enable common planning time for teachers**

In an effort to expand student access to enrichment opportunities and teacher opportunities for collaboration, Fall River Public Schools will increase staffing in relation to STEM-related areas and athletics, as well as increase access to resources and project-based learning. Additional staffing will impact upwards of 5,000 high needs students in grades K-12.

Current staffing levels for science instruction do not allow for adequate time in scheduling to provide equitable core science, STEM, and PLTW instruction for all students. Additionally, across the district, we see that teachers do not have equitable access to facilitated or self-directed common planning time. To assist with these dilemmas, **three STEM-related**

teaching positions will be added to address inadequacies at the elementary level, increasing opportunities at Doran, Henry Lord, and Viveiros. These positions, coupled with the expansion of secondary level services at Morton, Kuss, Talbot and Durfee with **three Technology Facilitator positions, four Junior Technology Support Technicians, one Library Media Specialist, and an increase in technology supplies/materials** will provide direct support to students and teachers (during PLCs and CPT) in developing 21st Century research and technology skills required for a multitude of science and technology curricula initiatives in support grade K-12 learner pathways.

Increased access to athletics will be provided through the addition of multiple coaching positions at Durfee High School, as well as elementary school programming and the aforementioned PE/APE teacher. Coaching positions include a **Strength and Conditioning Coach** at Durfee High School, offering all student-athletes year-round access to coaching and facilities, as well as **Unified Basketball and Unified Track coaches**, and related **equipment and officials** to support inclusive athletics. Enhancements to the elementary school athletics program will include the addition of **cross country and track and field coaches, equipment, and officials**, as well as increased and **improved recruitment practices**, providing more opportunities for students to increase their fitness level and widen interests.

→**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

**What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. (Please note that targets will be added to this section once SY 2020 data is released this fall.)**

<p>1) DESE outcome metrics:</p> <ul style="list-style-type: none"> <li>✓ ELA achievement</li> <li>✓ Mathematics achievement</li> <li>✓ Science achievement</li> <li>✓ ELA mean SGP</li> <li>✓ Mathematics mean SGP</li> <li>✓ First semester college matriculation rate</li> <li>✓ Third semester college persistence rate</li> <li>✓ Chronic absenteeism</li> </ul>	<p>2) Custom district metrics:</p> <ul style="list-style-type: none"> <li>✓ Attendance</li> <li>✓ Conditions for Learning Survey</li> <li>✓ QRIS (Quality Rating and Improvement System) for Early Childhood Program</li> <li>✓ DIBELS progress monitoring (Reading)</li> <li>✓ IReady progress monitoring (Math and Reading)</li> <li>✓ ANet Interim Assessments (Math and Reading)</li> <li>✓ TBD Science and SS Interim Assessments</li> </ul>
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→**Commitment 4: Engaging All Families**

**How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?**

With our Mission to “link students, parents, and staff as a community of lifelong learners and capable problem-solvers,” the Fall River Public Schools communicates an ongoing commitment to engage families in our pursuit of excellence for all students, and collaboration and communication among all stakeholders. As we consider the needs of all of our students, and more specifically the subgroups on which we have a renewed focus, we understand the importance of deepening and expanding our efforts as they pertain to engaging the families of our Students with Disabilities, English learners, and Economically Disadvantaged students.

Historically, parent engagement has been primarily a school-based responsibility and endeavor - Open Houses, Ice Cream Socials, Parent Conferences, Multi-Cultural Nights, School Improvement Councils, PTO, and the like. More recently, however, districtwide efforts to engage the parents in identifying district priorities for SOA planning, including those of Students with Disabilities and English learners, have gotten some traction. The district sponsored a Community Forum, as well as facilitated SOA planning meetings through Parent Advisory Councils like SEPAC (Special Ed PAC) and ELPAC (English Learner PAC), and the meetings were very well attended. Communication upgrades, including the increased use of translated materials for communication, personal phone calls to invite families and follow up, use of translation devices at meetings, and the use of social media coupled with automated phone calls were credited with the uptick in engagement.

In addition to the face-to-face meetings, the district also administered a survey to families, and included not only questions about the SOA priorities, but some questions referring to preferred avenues for communication and engagement. The survey highlighted parent preferences for phone calls, email, and texts over the school website, Twitter, and Facebook for communication, as well as the desire for more evening opportunities to engage with their children’s schools. This information, as well as lessons learned from the communications that resulted in increased engagement in the ELPAC and SEPAC meetings, will inform how we do business moving forward.

One program improvement aimed at engaging more families is the planned rollout of the Family Institute for Student Success (FISS). Original plans for the rollout included an April 2, 2020, start at Letourneau Elementary, as training has been completed and staff are ready to work with parents. This did not happen due to our extended school closure, however, and updated plans include a SY21 start with the offering of 2-3 Family Academies next year. This institute is supported with funds from the 21st CCLC, and implementation guided by the Parent Institute for Quality Education (PIQE) of California. This model seeks to educate and empower parents with strategies to support their children’s education. Workshops will be offered in three languages.

The District has also implemented increased measures to identify family needs and support them at the point of registration - hiring diverse staff who speak multiple languages, and the creation of a family support specialist who refers our families to supportive community resources. We've built relationships with community resources to decrease wait time for support services, created a direct line of communication to connect students and families with health care, food support, child care, mental health, housing, and other needs that families may have upon moving into our district. Upon finishing the registration process, families are welcomed to their assigned schools with an intake meeting to initiate meaningful relationships and open communication from the start. We've continued to translate our documents in additional languages to meet the needs of our families, including our Community Resource Guides and communication from our partner agencies. Building these community partnerships has been instrumental in supporting the continuously changing needs of our families and supporting the whole family. As identified in EBP#6, we have also identified and will address the need for an LPN at the registration process to speed up the process and to improve the way we attend to the growing health needs of our students.

**Certifications:**

- By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act

Please summarize your stakeholder engagement process, including specific groups that were engaged:

There were numerous opportunities for members of the Fall River Community to engage in dialog regarding the SOA and its implications in the Fall River Public Schools. These included a Community Forum, meetings of the SEPAC (Special Education) and ELPAC (English Language Learner) parent advisory councils, meetings with the Chamber of Commerce, and school-based faculty meetings and meetings of Instructional Leadership Teams (ILT). Additionally, schools met as councils that included parents, staff and community members. Community members were also engaged in a public survey around planning priorities which was posted on our District webpage and Facebook, and also tweeted out.

- By checking here, I certify that our district's school committee voted on our Student Opportunity Plan.

Date of vote: March 30, 2020

Outcome of vote:





Student Opportunity Plans - Long Form Budget: Year 0 and Year 1

Instructions:

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Evidence-Based Program Identified by the Commissioner (Pull-Down Menu)	2. Research-based early literacy programs in pre-kindergarten and early elementary grades
SOA Evidence-Based Program Category (Primary)	F) Purchase of curriculum materials and equipment that are aligned with the statewide curricular frameworks
SOA Evidence-Based Program Category (Secondary) - Optional	
Program Description	FRPS will engage in a multi-year roll-out of a K-2 literacy program, including resources, PD, and ongoing curriculum development/revision cycles.
Name of Impacted Schools or Indicate if District-Wide Program	District-Wide Program

Key Activity/Expenditure Description	Foundation Budget Functional Category (Pull-Down Menu)	Expenditure Category (Pull-Down Menu)	Ongoing Expense? (Yes/No)	Year 0 (FY20)		Year 1 (FY21)	
				FTE	Budget Amount	FTE	Budget Amount
Purchase of curricular resources	Instructional Materials, Equipment & Technology	Supplies & Materials	Yes	n/a	0	n/a	200,000
Curriculum revision	Classroom & Specialist Teachers	Stipends	Yes	n/a	0	n/a	5,000
Professional Development	Professional Development	Stipends	Yes	n/a	0	n/a	5,000
Purchase of additional curriculum materials	Instructional Materials, Equipment & Technology	Supplies & Materials	Yes	n/a	0	n/a	75,000
TOTAL				0.0	0	0.0	285,000
YEAR 1 INCREMENTAL TOTAL						0.0	285,000



Student Opportunity Plans - Long Form Budget: Year 0 and Year 1

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Evidence-Based Program Identified by the Commissioner (Pull-Down Menu)	3. Early College programs focused primarily on students under-represented in higher education
SOA Evidence-Based Program Category (Primary)	1) Developing additional pathways to strengthen college and career readiness
SOA Evidence-Based Program Category (Secondary) - Optional	
Program Description	FRPS will expand its existing Early College programming, onboarding an additional 160 students in Year 1.
Name of Impacted Schools or Indicate if District-Wide Program	

Key Activity/Expenditure Description	Foundation Budget Functional Category (Pull-Down Menu)	Expenditure Category (Pull-Down Menu)	Ongoing Expense? (Yes/No)	Year 0 (FY20)		Year 1 (FY21)	
				FTE	Budget Amount	FTE	Budget Amount
Early College Tuition	Other Teaching Services	Contractual Services	yes	n/a	0	n/a	30,000
Naviance Expansion	Instructional Materials, Equipment & Technology	Supplies & Materials	yes	n/a	0	n/a	18,000
Early College Specialist - Salary	Guidance & Psychological	Salaries - Other	yes	n/a	0	1.0	30,000
Total benefit costs	Employee Benefits / Fixed Charges	Benefits	Yes	n/a	0	n/a	4,500
TOTAL				0.0	0	1.0	82,500
YEAR 1 INCREMENTAL TOTAL						1.0	82,500





Student Opportunity Plans - Long Form Budget: Year 0 and Year 1

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<b>Evidence-Based Program Identified by the Commissioner (Pull-Down Menu)</b>	6. Increased personnel and services to support holistic student needs
<b>SOA Evidence-Based Program Category (Primary)</b>	D) Hiring school personnel that best support improved student performance
<b>SOA Evidence-Based Program Category (Secondary) - Optional</b>	C) Social services to support students' social-emotional and physical health
<b>Program Description</b>	Across district schools and programs, and in the form of counselors, paraprofessionals, behavior specialists, teachers, community facilitators, and the like, FRPS is investing in more than 50 new positions aimed at supporting the whole child.
<b>Name of Impacted Schools or Indicate if District-Wide Program</b>	District-Wide Program

Key Activity/Expenditure Description	Foundation Budget Functional (Pull-Down Menu)	Expenditure Category (Pull-Down Menu)	Ongoing Expense? (Yes/No)	Year 0 (FY20)		Year 1 (FY21)	
				FTE	Budget Amount	FTE	Budget Amount
Cluster Coordinator	Guidance & Psychological	Salaries - Administrator	Yes	0.0	0	5.0	441,500
Board Certified Behavior Analyst	Guidance & Psychological	Salaries - Administrator	Yes	5.0	320,000	6.0	391,800
Evaluation Team Chair	Other Teaching Services	Salaries - Other	Yes	3.0	192,000	4.0	261,200
Speech Language Pathologist	Other Teaching Services	Salaries - Other	Yes	4.0	256,000	5.0	326,500
Speech Language Pathologist Assistant	Other Teaching Services	Salaries - Other	Yes	3.0	111,000	4.0	148,000
Behavior Therapist	Other Teaching Services	Salaries - Other	Yes	11.0	704,000	12.0	783,600
Bilingual PACE Student Intake and Family Support LPIV	Pupil Services	Salaries - Clerical/Supp	Yes	0.0	0	1.0	38,000
Bilingual School Adjustment Counselor	Guidance & Psychological	Salaries - Administrator	Yes	0.0	0	1.0	88,300
ELL Translation Services	Pupil Services	Contractual Services	Yes	n/a	0	n/a	50,000
ELL Extended Year Intake	Other Teaching Services	Stipends	Yes	n/a	0	n/a	26,000
ELL Supplies/Materials	Instructional Materials, Equipment	Supplies & Materials	Yes	n/a	35,000	n/a	88,000
Guidance Counselor	Guidance & Psychological	Salaries - Administrator	Yes	18.0	1,566,000	19.0	1,677,700
Nurse	Other	Salaries - Other	Yes	24.0	1,536,000	25.0	1,632,500
Paraprofessional - Classroom	Other Teaching Services	Salaries - Instructional	Yes	54.0	1,242,000	58.0	1,351,400
Paraprofessional - SEL	Other Teaching Services	Salaries - Instructional	Yes	4.0	92,000	5.0	116,500
Paraprofessional - Attendance	Pupil Services	Salaries - Clerical/Supp	Yes	0.0	0	8.0	186,400
Paraprofessional - Special Ed	Other Teaching Services	Salaries - Instructional	Yes	115.0	2,645,000	127.0	2,959,100
Parent Community Facilitator	Other Teaching Services	Salaries - Other	Yes	6.0	210,000	8.0	280,000
Parent Community Workers	Other Teaching Services	Salaries - Other	Yes	0.0	0	3.0	60,000
School Adjustment Counselor	Guidance & Psychological	Salaries - Administrator	Yes	29.0	2,523,000	34.0	3,002,200
Student Support Coordinator	Guidance & Psychological	Salaries - Administrator	Yes	2.0	174,000	3.0	264,900
Vice Principal	Instructional Leadership	Salaries - Administrator	Yes	24.0	2,088,000	25.0	2,207,500
Teacher - PE/APE	Classroom & Specialist Teachers	Salaries - Instructional	Yes	3.0	192,000	4.0	261,200

Teacher - Special Ed	Classroom & Specialist Teachers	Salaries - Instructional	Yes	79.0	5,056,000	86.0	5,615,800	
Attendance Initiative	Operations & Maintenance	Contractual Services	Yes	n/a	0	n/a	20,000	
Nursing Supplies	Other	Supplies & Materials	Yes	n/a	8,500	n/a	12,000	
Total Benefit Costs	Employee Benefits / Fixed Charge	Benefits	Yes		2,841,300	n/a	3,338,715	
				TOTAL	384.0	21,791,800	443.0	25,628,815
				YEAR 1 INCREMENTAL TOTAL		59.0	3,837,015	



Student Opportunity Plans - Long Form Budget: Year 0 and Year 1

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<b>Evidence-Based Program Identified by the Commissioner (Pull-Down Menu)</b>	7. Inclusion/co-teaching for students with disabilities and English learners
<b>SOA Evidence-Based Program Category (Primary)</b>	D) Hiring school personnel that best support improved student performance
<b>SOA Evidence-Based Program Category (Secondary) - Optional</b>	
<b>Program Description</b>	Across district schools and programs, FRPS is investing in new positions and professional development aimed at increasing the effectiveness of instruction in Inclusive classrooms.
<b>Name of Impacted Schools or Indicate if District-Wide Program</b>	District-Wide Program

Key Activity/Expenditure Description	Foundation Budget Functional Category (Pull-Down Menu)	Expenditure Category (Pull-Down Menu)	Ongoing Expense? (Yes/No)	Year 0 (FY20)		Year 1 (FY21)	
				FTE	Budget Amount	FTE	Budget Amount
Special Ed Inclusion Teachers	Classroom & Specialist Teachers	Salaries - Instructional	Yes	79.5	5,088,000	87.5	5,713,750
Department Head - ELL	Instructional Leadership	Salaries - Administrator	Yes	2.0	174,000	3.0	264,900
Mainstream ESL Teacher	Classroom & Specialist Teachers	Salaries - Instructional	Yes	30.5	1,952,000	35.5	2,318,150
Professional Development (Special Ed Inclusion)	Professional Development	Contractual Services	Yes	n/a	22,000	n/a	25,000
Special Education Supplies	Instructional Materials, Equipment & Technology	Supplies & Materials	Yes	n/a	69,361	n/a	100,000
Total Benefit Costs	Employee Benefits / Fixed Charges	Benefits	Yes	n/a	1,082,100	n/a	1,244,520
<b>TOTAL</b>				<b>112.0</b>	<b>8,387,461</b>	<b>126.0</b>	<b>9,666,320</b>
<b>YEAR 1 INCREMENTAL TOTAL</b>						<b>14.0</b>	<b>1,278,859</b>



Student Opportunity Plans - Long Form Budget: Year 0 and Year 1

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Evidence-Based Program Identified by the Commissioner (Pull-Down Menu)	10. Diversifying the educator/administrator workforce through recruitment and retention
SOA Evidence-Based Program Category (Primary)	H) Diversifying the educator and administrator workforce
SOA Evidence-Based Program Category (Secondary) - Optional	D) Hiring school personnel that best support improved student performance
Program Description	FRPS is focusing efforts around long-term recruitment and retention practices including the creation of partnerships and positions aimed at engaging aspiring teachers, as well as increasing salaries for new and existing teachers.
Name of Impacted Schools or Indicate if District-Wide Program	

Key Activity/Expenditure Description	Foundation Budget Functional Category (Pull-Down Menu)	Expenditure Category (Pull-Down Menu)	Ongoing Expense? (Yes/No)	Year 0 (FY20)		Year 1 (FY21)	
				FTE	Budget Amount	FTE	Budget Amount
Instructional Support Liaisons	Other Teaching Services	Salaries - Instructional	Yes	7.0	210,000	19.0	570,000
Total Benefit Costs	Employee Benefits / Fixed Charges	Benefits	Yes	n/a	31,500	n/a	85,500
Existing Teacher Salaries	Classroom & Specialist Teachers	Salaries - Instructional	Yes				
Existing Administrator Salaries	Administration	Salaries - Administrator	Yes				
HR Recruitment	Operations & Maintenance	Contractual Services	Yes	n/a	1,100	n/a	12,800
TOTAL				7.0	242,600	19.0	668,300
YEAR 1 INCREMENTAL TOTAL						12.0	425,700



