

STOUGHTON PUBLIC SCHOOLS

TRIENNIAL DISTRICT IMPROVEMENT PLAN

July 2019 – June 2022

STOUGHTON PUBLIC SCHOOLS
TRIENNIAL DISTRICT IMPROVEMENT PLAN
July 2019 – June 2022
District Standards and Indicators Review Teams

District Standard: **Leadership and Governance**

Review Team:	Marguerite Rizzi*	Robert Cancellieri
	Katie Pina-Enokian*	Carolan Sampson
	Sandra Groppi	Juliette Miller
	Maureen Mulvey	Christine Feeney
	Matthew Colantonio	Lynne Jardin
	Kathy Piatelli	Ryan McGee
	Lisa Whelan	Jonathan Ford

District Standard: **Assessment**

Review Team:	Maureen Mulvey*	Alan Bontya
	Eileen Sprague *	Ryan McGee
	Teri Fleming	Diane McDonough
	Lynda Feeney	Jonathan Ford

District Standard: **Curriculum and Instruction**

Review Team:	Julliette Miller*	Mike O'Neil
	Robert Cancellieri*	Eileen Sprague
	Hallie Burak	Ashley Goldstein
	Lynda Feeney	Jonathan Ford

District Standard: **Human Resources and Professional Dev.**

Review Team:	Matthew Colantonio*	David Guglia
	Teri Fleming*	Dianne McDonough
	Alan Bontya	Lisa Whelan
	Christine Feeney	Jonathan Ford
	Robert King	

District Standard: **Financial and Asset Management**

Review Team:	Marguerite Rizzi*	Ryan McGee
	Kathy Piatelli*	Carolan Sampson
	Joel Harding	Jonathan Ford

District Standard: **Student Support**

Review Team:	Carolan Sampson*	Maureen Sacoco
	David Guglia*	Amy Saraiva
	Hallie Burak	Sally Borges
	Mike O'Neil	Jonathan Ford

*Indicates Co-Chair Position

District Improvement Plan Development Team

Marguerite Rizzi, Ed.D., Superintendent of Schools	Kathy Piatelli, Data, Intervention, ESY/D Specialist
Jonathan Ford, Deputy Superintendent	Ryan McGee, Director of Educational Technology
Ashley Goldstein, Humanities Curriculum Specialist	Diane McDonough, STEM Curriculum Specialist
Teri Fleming, STEM Curriculum Specialist	Eileen Sprague, Humanities Curriculum Specialist
Marisa Nardo, ELE Program Coordinator	

Reviewed and accepted by John M. Marcus, Ph.D., Superintendent, July 1, 2019

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 2019 – June 2022

Element One: Elementary English Language Education Program Transition

Over the past ten years, the Stoughton Public Schools has seen the population of students identified as English Language Learners (ELL) increase from 3.6% (2008-9) to 6.3% (2018-19), a 75% increase. At the Wilkins Elementary School, which houses the district’s Elementary English Language Education (ELE) program, the number of ELLs increased by only 8.5% in that time. The disproportionately low increase at the Wilkins was offset at the other four elementary schools that experienced increases in the population of students who qualified for ELE services, but chose to opt-out of services to stay at their home school. As only the Wilkin provides ELE instruction by certified ESL teachers, the number of elementary students that were qualified for services who were actually receiving services fell from over 95% in FY09 to just 61% in FY19.

Element One SMART Goal: *The District will, over a three-year period, transition to a school-based elementary English Language Education program based on the Sheltered English Immersion model offered in most districts. In FY20, the Gibbons will begin providing EL students with services provided by certified ESL teachers, followed by the Dawe in FY21, and the Hansen & South in FY22. At the end of each transition year, a service delivery and impact self-assessment will be conducted and used to make incremental adjustments to the new ELE model.*

APPENDIX ONE - Three Year Elementary English Language Education Program Transition – Enrollment and Services Impact Projection

Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Recruit and hire an ESL Teacher to provide services to EL students at the Gibbons.	Funding – FY20 Budget New Position – 1.0 FTE	Gibbons Principal ELE Coordinator	May – June 2019
Provide up to a full time experienced ESL teacher (from the Wilkins) to the Gibbons to help ensure a smooth program implementation.	Time	Superintendent of Schools	May – June 2019
Provide notification to parents of Gibbons students that services will be provided at their home school for FY20. (FY20 Grade 4 & 5 students may opt to stay at Wilkins.)	Time	Gibbons Principal	May – June 2019
Develop EL program at the Gibbons using a hybrid service delivery model.	Time	Gibbons Principal ELE Coordinator	May – June 2019

Revise transportation numbers and adjust bus routes as necessary.	Time	Transportation Coordinator	July 2019
Begin the process of transitioning the ELE Program Coordinator position from 0.5 FTE Coordinator, with 0.5 itinerant services (Unit A), to 1.0 FTE ELE Program Supervisor (Unit B), with a projected start date of July 1, 2020.	Time	Superintendent of Schools School Committee	November 2019
Conduct a review of the Gibbons ELE Program implementation.	Time	Gibbons Principal ELE Coordinator Deputy Superintendent	January 2020
Recruit and hire an ESL Teacher to provide services to EL students at the Dawe.	Funding – FY21 Budget New Position – 1.0 FTE	Superintendent of Schools Dawe Principal ELE Coordinator	November 2019 (Budget) March 2020
Recruit and hire an ESL Teacher to replace the ESL teacher being transferred from the Wilkins to the Dawe.	Funding – FY21 Budget New Position – 1.0 FTE	Superintendent of Schools Wilkins Principal ELE Coordinator	November 2019 (Budget) March 2020
Transfer up to full time experienced ESL teacher from the Wilkins to the Dawe to help ensure a smooth program implementation.	Time	Superintendent of Schools	May – June 2020
Provide notification to parents of Dawe EL students that services will be provided at their home school for FY21. (FY21 Gr 4 & 5 students may opt to stay at Wilkins.)	Time	Dawe Principal	May 2020
Develop EL student services plan at the Dawe using a hybrid service delivery model.	Time	Dawe Principal ELE Coordinator	May – June 2020
Revise transportation numbers and adjust bus routes as necessary.	Time	Transportation Coordinator	July 2020
Conduct a review of the Dawe ELE Program implementation.	Time	Dawe Principal ELE Coordinator Deputy Superintendent	January 2021
Recruit and hire two (2) ESL Teachers to provide services to EL students at the Hansen and South.	Funding – FY22 Budget New Positions – 2.0 FTE	Superintendent of Schools South Principal Hansen Principal ELE Supervisor	November 2020 (Budget) March 2021

Provide notification to parents of Hansen and South ELLs that services will be provided at their home school for FY21. (FY21 Grade 4 & 5 students may opt to stay at Wilkins.)	Time	South Principal Hansen Principal	May 2021
Develop EL student services plans at the Hansen and South using a hybrid service delivery model.	Time	South Principal Hansen Principal ELE Supervisor	May – June 2021
Revise transportation numbers and adjust bus routes as necessary.	Time	Transportation Coordinator	July 2021
Conduct a review of the Hansen and South ELE Programs implementation.	Time	South Principal Hansen Principal ELE Supervisor Deputy Superintendent	January 2022
Conduct a review of the Elementary English Language Education Program Transition	Time	Elementary Principal ELE Supervisor Deputy Superintendent Superintendent of Schools	July 2022

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

GOALS AND ACTION STEPS

July 2019– June 2022

Element Two: Elementary Literacy Program Units of Study and Workshop Model Implementation

Every student deserves to encounter subject matter that is challenging and purposeful, while parents must have confidence that their children will be presented with the same rigorous curriculum, regardless of which school they attend or which teacher is providing the instruction. Accordingly, the District must ensure that its faculty members utilize the most effective instructional strategies and pedagogy, and are immersed within a professional learning community that provides consistency in curricular materials, teacher expectations, and instructional pacing across each of its elementary schools.

The District has selected, and begun the implementation of the Teachers College Reading and Writing Program (aka Lucy Calkins Units of Study), utilizing a reading and writing workshop model, as the core curriculum for elementary ELA instruction, laying a substantial foundation for future improvements in students' literacy skills. During the 2018-2019 school year, a literacy leadership committee was developed and created the Elementary Literacy Vision Statement which provides the basic foundation underlying the District's efforts for improving literacy. The Vision Statement also provides all stakeholders with a shared basic understanding, and serves as a way to prevent confusion during the complex change associated with the project implementation. The District's overall goal is to maximize student achievement by creating an environment that ensures that student centered learning is driving instruction.

As part of the program development process, "Early adopters" were also identified at each grade level across the district to serve as laboratory classrooms and provide insight regarding the workshop model implementation, as well as the Units of Study. Through their feedback, the District was able to identify and address challenges that faculty might face during the implementation phase. The laboratory classroom teachers were given extra time to plan, additional training, and the resources necessary to support their work, as they pave the way for the other educators in the district.

Professional development this year for K-5 educators focused on the following goals:

- Balanced Literacy Framework
- Building a common understanding of the 2017 Massachusetts Literacy Frameworks
- Introducing the structure of reading and writing workshop and how this model supports the gradual release of responsibility
- Increasing opportunities for accountable talk
- Learning about how classroom libraries can increase access, support instructional goals, and develop each student's reading identity

Element Two SMART Goal: *From July 2019-June 2022, the Stoughton Public Schools will improve student performance in the areas of reading and writing by increasing the relevance and rigor of literacy instruction by implementing the Calkins Units of Study for Reading and Writing workshop in grades K-5. The District will evaluate and review the impact that the Units of Study have on student learning annually.*

Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Continue to share the district’s literacy core values and vision statement with administration, educators, and the community, using the Elementary Literacy Vision Statement to guide all decision-making for literacy initiatives.	Time	Superintendent Administrative Team Curriculum Supervisors Literacy Specialists Educators	On-going
Provide relevant PD, including both graduate and in-service that targets the principles of balanced literacy and the workshop model, including both implementation and administration oversight.	Time Funding	Curriculum Supervisors Educators	July 2019 - August 2019
Increase actual reading and writing activity by designing daily schedules to support the workshop model, supporting the gradual release of responsibility - with sustained time for independent reading/writing.	Time Funding	Principals Literacy Specialists Educators	August 2019 - September 2019
To unify and support a balanced literacy framework, all K-5 educators will be utilizing the Calkins Units of Study in Reading and Writing as the core curriculum for literacy instruction.	Time Professional Development	Curriculum Supervisors Principals Literacy Specialists Educators	September 2019 -On-going
Develop learning communities across the district by continuing to utilize the “lab classroom” model for in-house peer observation, reflection and feedback at multiple grade levels.	Time Funding	Superintendent Administrative Team Curriculum Supervisors Literacy Specialists Educators	On-going
Organize and update elementary bookrooms and classroom libraries to increase access, support instructional goals, and develop each student’s reading identity.	Time Professional Development Funding	Curriculum Supervisors Literacy Specialists Humanities Liaisons Educators	July 2019 - June 2022
Maintain and expand libraries by purchasing rich texts to provide current and relevant books that serve as windows, mirrors and sliding glass doors, connecting our readers with diverse characters/experiences.	Time Funding	Superintendent Administrative Team Curriculum Supervisors Literacy Specialists Educators	On-going

Construct a vertically aligned K-5 District writing guide, embedding the Calkins Writing Pathways, rubrics and a 'common writing protocol' for looking at student work into the expectations.	Time Stipend Funding	Curriculum Supervisors Literacy Specialists Educators	August 2019 - June 2020
Provide literacy specialists additional professional development surrounding Student-Centered Coaching models and adult learning styles to support the shift from Reading Teacher to Literacy Specialist.	Time Professional Development Funding	Curriculum Supervisors Literacy Specialists	September 2019 - June 2020
Design and implement a customized professional development plan with instructional coaching for K-2 teachers to support the implementation of the Units of Study.	Funding Time Professional Development	Superintendent Administrative Team Curriculum Supervisors Literacy Specialists Literacy Consultants Educators	September 2019 - June 2020
Pilot the Units of Study in Writing with middle school ELA educators to provide feedback surrounding the possibility of extending the workshop model into the middle school.	Time	Superintendent Administrative Team Curriculum Supervisors Educators	September 2019 - June 2020
Team of educators will attend professional development at Teachers' College to obtain further professional development surrounding literacy coaching and supporting the implementation of reading and writing workshop.	Funding Time	Curriculum Supervisors Literacy Specialists	July/August 2020 October 2020
Gather a team of stakeholders to evaluate common planning time at the elementary schools and make suggestions about how to successfully implement this practice.	Time Funding	Superintendent Administrative Team Curriculum Supervisors Literacy Specialists Educators	July 2020-August 2020
Design and implement a customized professional development plan with instructional coaching for 3-5 teachers to support the implementation of the Units of Study	Funding Time Professional Development	Superintendent Administrative Team Curriculum Supervisors Literacy Specialists Literacy Consultants Educators	September 2020 - June 2021

Provide professional learning opportunities for educators surrounding the <i>Writing Pathways</i> and <i>Reading Pathways</i> systems - performance assessments, learning progressions, on-demands, rubrics, checklists, etc. Monitor the use of these assessment methods throughout the school year.	Time Funding Professional Development	Superintendent Administrative Team Curriculum Supervisors Educators	September 2020- June 2021
After implementation of new assessment system, collect feedback from all stakeholders to revise the vertically aligned K-5 District writing guide and assessment plan.	Time Funding Professional Development	Superintendent Administrative Team Curriculum Supervisors Educators	June 2021 - August 2021
Provide opportunities for staff members to discuss, observe and implement the integration of the workshop model across the content areas (math, science, and history).	Time Funding Professional Development	Superintendent Administrative Team Curriculum Supervisors Literacy Specialists Educators	September 2021 - June 2022

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

GOALS AND ACTION STEPS

July 2019 – June 2022

Element Three: Student Assessment/Information System Update

The Stoughton Public Schools has substantially completed the process of developing and implementing an internal, District-wide computer based testing system, using SchoolNet software. While the District has been able to sync PowerSchool with SchoolNet, the District has found it difficult to provide teachers with easy access to student data generated by assessments created using SchoolNet, and other platforms such as AIMSweb which require data to be imported. Other issues include:

- The District has been unable to provide teachers with a single location from which to access student data.
- Student data cannot be easily analyzed, or cross correlated, across multiple assessments at the classroom, school, or District level
- SchoolNet does not allow teachers to access the secure version of TestNav. Instead, the District is required to utilize the browser based version of TestNav which does not allow teachers to lock out other software and effectively secure the testing environment.
- While SchoolNet provides some electronic tools, it does not provide tools equivalent to those available when students take MCAS.
- No user friendly/assessable dashboard option is currently available within the district.

Element Three SMART Goal: *The District will update its student assessment/information system, with a focus on interoperability of systems, the consolidation of software, and the ease of accessing student information. The context for the process will be established by a needs assessment, infrastructure evaluation, and the identification of available software. Once the software/platform is selected, infrastructure/software will be updated, assessments will migrate, and professional development will be provided. The process will include action steps with annually focused objectives, that will lead to a completed system update by no later than the conclusion of FY22.*

Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Student Assessment/Information Needs Assessment	Time	Superintendent of Schools Director of Ed. Technology Curriculum Specialists Principals Faculty Members	October – November 2019

Student Assessment/Information Infrastructure Evaluation	Time	Superintendent of Schools Director of Ed. Technology Curriculum Specialists Principals	December 2019 – January 2020
Potential Student Assessment/Information Platform(s) Identification, with a Weighted Focus on Interoperability	Time	Superintendent of Schools Director of Ed. Technology Curriculum Specialists	February – March 2020
Comparison of Implementing a New System(s) vs. Retention of the Legacy System(s)	Time	Superintendent of Schools Director of Ed. Technology Curriculum Specialists	April 2020
Identification of Student Assessment/Information Platform	Time	Superintendent of Schools Director of Ed. Technology	May 2020
System Procurement, Installation, and/or Restructuring	Time Funding – Software Funding – Consultants	Director of Ed. Technology	July – November 2020
Data Team Protocol Review	Time Funding – Stipends	Curriculum Specialists Faculty Members	July – August 2020
Data Team Protocol Development	Time Funding – Stipends	Superintendent of Schools Curriculum Specialists Faculty Members	September – October 2020
Draft Data Team Protocol Publication and Comment Period	Time	Curriculum Specialists	November 2020
Data Team Protocol Revisions – as Necessary	Time	Superintendent of Schools Curriculum Specialists	December 2020
Consolidated Assessment/Information Platform and Data Team Professional Development – Introductory	Time	Principals Curriculum Specialists	December 2020 – January 2021
Migration of Existing District Assessments, as Necessary	Time	Director of Ed. Technology Curriculum Specialists Faculty Members	December 2020 – June 2021
Consolidated Assessment/Information Platform and Data Team Professional Development by Department (Secondary) or Grade Level Teams (Elementary) – Targeted	Time	Principals Assistant Principals Curriculum Specialists	January – June 2021

Develop FY22 Professional Development Plans to Support Consolidated Assessment/Information Platform and New Data Team Model	Time	Curriculum Specialists	May 2021
Ensure Student Assessment/Information is Integrated into the District's Delivery Platform	Time	Director of Ed. Technology	July – August 2021
Develop FY22 Professional Development Materials	Time	Director of Ed. Technology Curriculum Specialists	July – August 2021
Provide Professional Development to Support Consolidated Assessment/Information Platform and New Data Team Model	Time	Director of Ed. Technology Curriculum Specialists	October 2021 – June 2022
Ongoing Assessment Review and Revision Process	Time Funding – Stipends	Curriculum Specialists Directors (SHS) Head Teachers (OMS)	October 2021 – June 2022
The District will Conduct a Review of its Efforts to Update the Student Assessment /Information System, as Defined by Element Three of the July 2019 – June 2022 Triennial Improvement Plan	Time	Superintendent of Schools Director of Ed. Technology Curriculum Specialists	July 2022

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

GOALS AND ACTION STEPS

July 2019 – June 2022

Element Four: Kindergarten – Grade 12 Learning Commons Model

With the current updating of the District’s technology classrooms, and the significant expansion of classroom libraries to support the new reading and writing workshop model of instruction, the Stoughton Public Schools must begin the process of refocusing its school libraries to align with advances made in the aforementioned programs and contemporary practices in library use and design. 21st Century libraries are no longer places of hushed, hunkered absorption of ideas, but spaces that promote collaboration, creativity, and the development of new ideas. Accordingly, at each of the District’s schools the Learning Commons Model will be implemented to foster collaborative learning with equitable access for all, and to provide a comfortable space infused with technology to support contemporary teaching and learning.

Element Four SMART Goal: *The District will develop and implement a K-12 Learning Commons Model that will foster teaching and learning through modern library practices. The Learning Commons Model will create a collaborative learning environment, equitable access for all, and a comfortable space fully infused with technology and creation tools. All material, curriculum development, and professional development will be completed by no later than June of 2022*

Action Steps	Supports/Professional Development/Resources from District	Responsible Parties	Timeline
Conduct a Needs Assessment to Identify Elementary (K-5), Middle (6-8), High School (9-12) Learning Commons Needs	Time	Director of Ed. Technology Curriculum Specialists Building Principals	July – August 2019
Create a Year One Professional Development Plan to Support the Transition to a Learning Commons Model	Time	Director of Ed. Technology Curriculum Specialists	July 2019
Establish a Learning Commons Team to Develop a Shared Vision Statement, Set of Expectations, and Defined Responsibilities Related to Learning Commons	Time	Director of Ed. Technology Curriculum Specialists Building Principals Library Specialists	July 2019 – September 2019
Update and Revise the Job Description for the Library Specialists and the Elementary Technology Specialists, to Reflect Expectations Related to Learning Commons	Time	Deputy Superintendent Director of Ed. Technology Curriculum Specialists	August 2019

Develop Year One K-5, 6-8, 9-12 Learning Commons Project Based Scope and Sequence	Funding – Stipends	Director of Ed. Technology Deputy Director of Ed. Technology Curriculum Specialists	July 2019 – August 2020
Procurement of Year One Learning Commons Instructional Technology, Hardware Prototypes, and Materials	Time	Director of Ed. Technology Curriculum Specialists Building Principals Library Specialists	August 2019
Survey Teachers, Staff, and Students for Input on What They Would Like the Learning Commons Model to Accomplish	Time	Director of Ed. Technology Curriculum Specialists Building Principals	September 2019
Pilot, Evaluate, and Catalog Phased Implementation of the Learning Commons Model Based on Year One Expectations	Time	Director of Ed. Technology Curriculum Specialists Building Principals Library Specialists	September 2019 – June 2020
Develop a Three Year Budgetary Plan for Required Learning Commons Furniture, Equipment, and Instructional Materials	Time	Director of Ed. Technology Deputy Director of Ed. Technology Curriculum Specialists Building Principals	October 2019
Conduct an End of Year Program Review and Evaluation with Detailed Recommendations to Guide Year Two Program Development	Time	Director of Ed. Technology Curriculum Specialists Building Principals Library Specialists	June 2020
Revise Year One K-5, 6-8, 9-12 Learning Commons Project Based Scope and Sequence	Funding – Stipends	Director of Ed. Technology Deputy Director of Ed. Technology Curriculum Specialists	July 2020
Procurement of Year Two Learning Commons Instructional Technology, Hardware Prototypes, and Materials	Funding – Various	Director of Ed. Technology Deputy Director of Ed. Technology	July – August 2020
Create a Year Two Professional Development Plan to Supports the Transition to a Learning Commons Model	Time	Director of Ed. Technology Curriculum Specialists	July 2020

Develop Year Two K-5, 6-8, 9-12 Learning Commons Project Based Curriculum and Identifying the Materials Necessary to Support the Curriculum	Time Funding – Stipends	Director of Ed. Technology Deputy Director of Ed. Technology Curriculum Specialists Library Specialists	July – August 2020
Pilot, Evaluate, and Catalog Phased Implementation of the Learning Commons Model Based on Year Two Curriculum and Expectations	Time	Director of Ed. Technology Curriculum Specialists Building Principals Library Specialists	September 2020 – June 2021
Conduct an End of Year Program Review and Evaluation with Detailed Recommendations to Guide Year Three Program Development	Time	Director of Ed. Technology Curriculum Specialists Building Principals Library Specialists	June 2021
Create a Year Three Professional Development Plan to Support the Implementation of Learning Commons Model	Time	Director of Ed. Technology Curriculum Specialists	July 2021
Update Learning Commons Project Based Curriculum and Identifying the Materials Necessary to Support the Curricular Revisions	Time Funding – Stipends	Director of Ed. Technology Deputy Director of Ed. Technology Curriculum Specialists Library Specialists	July – August 2021
Procurement of Year Three Learning Commons Instructional Technology, Hardware Prototypes, and Materials	Funding – Various	Director of Ed. Technology Deputy Director of Ed. Technology	July – August 2021
Pilot, Evaluate, and Catalog the Phased Implementation of the Learning Commons Model, Based on Year Three Curriculum and Expectations	Time	Director of Ed. Technology Curriculum Specialists Building Principals Library Specialists	September 2021 – June 2022
Conduct a Triennial Learning Commons K-12 Program Evaluation	Time	Director of Ed. Technology Curriculum Specialists Building Principals Library Specialists	June 2022

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

APPENDIX ONE - Three Year Elementary English Language Education Program Transition – Enrollment and Services Impact Projection

FY19 English Language Education Elementary Student Distribution – Current

March 2019 Enrollment Data

School	EL w/Services @ Wilkins	EL w/Services @ Home School	EL Opt-Out @ Home School	Total EL Enrollment	FEL Monitoring @ Home School	Total Student Enrollment	Elementary ESL Teacher FTE Count
Gibbons	16	0	20	36	4	351	0
Dawe	20	0	18	38	12	349	0
Hansen	9	0	11	20	7	223	0
South	5	0	11	16	10	248	0
Wilkins - Discrete	44	44	1	45	11	309	4
<i>Wilkins – Totals*</i>	94	NA	1	95	NA	359	NA
District Total	94	44	61	155	44	1530	4
Note(s)	<ul style="list-style-type: none"> • Overall percentage of elementary EL students receiving service: 61% • Number of students receiving ELE program related transportation: 50 students 						

* Values not used to calculate District Totals

FY20 English Language Education Student Distribution – Year One Transition

Projection Based on March 2019 Enrollment Data

School	EL w/Services @ Wilkins	EL w/Services @ Home School	EL Opt-Out @ Home School	Total EL Enrollment	FEL Monitoring @ Home School	Total Student Enrollment	Elementary ESL Teacher FTE Count
Gibbons	0	36	0	36	4	367	2
Dawe	20	0	18	38	12	349	0
Hansen	9	0	11	20	7	223	0
South	5	0	11	16	10	248	0
Wilkins – Discrete	44	44	1	45	11	309	3
<i>Wilkins – Totals*</i>	<i>78*</i>	<i>NA</i>	<i>1*</i>	<i>79*</i>	<i>NA</i>	<i>339*</i>	<i>NA</i>
District Total	74	82	43	155	44	1530	5
Note(s)	<ul style="list-style-type: none"> • Gibbons EL students remain at their home school. • Additional elementary ESL teacher provided through District budget. • Requires classroom space at the Gibbons be allocated that is equivalent to program and service space provided to non EL students. • FY20 Gibbons student enrollment increase of 4.6% • FY20 Wilkins student enrollment decrease of 4.5% • Overall percentage of elementary EL students receiving services: 74% • Number of students receiving ELE program related transportation: 34 students • ELE Program Coordinator should transition to Unit B 						

* Values not used to calculate District Totals

FY21 English Language Education Student Distribution – Year Two Transition

Projection Based on March 2019 Enrollment Data

School	EL w/Services @ Wilkins	EL w/Services @ Home School	EL Opt-Out @ Home School	Total EL Enrollment	FEL Monitoring @ Home School	Total Student Enrollment	Elementary ESL Teacher FTE Count
Gibbons	0	36	0	36	4	367	2
Dawe	0	38	0	38	12	369	2
Hansen	9	0	11	20	7	223	0
South	5	0	11	16	10	248	0
Wilkins - Discrete	44	44	1	45	11	309	3
<i>Wilkins – Totals*</i>	<i>58*</i>	<i>NA</i>	<i>1*</i>	<i>59*</i>	<i>NA</i>	<i>323*</i>	<i>NA</i>
District Total	54	118	23	155	44	1530	7
Note(s)	<ul style="list-style-type: none"> • Dawe EL students remain at their home school. • Additional two (2) elementary ESL teachers provided through District budget. • Requires classroom space at the Dawe be allocated that is equivalent to program and service space provided to non EL students. • FY21 Dawe student enrollment increase of 5.7% • FY21 Wilkins student enrollment decrease of 6.2% • Overall Wilkins student enrollment decrease of 9.0% • Overall percentage of elementary EL students receiving services: 85% • Number of students receiving ELE program related transportation: 14 						

* Values not used to calculate District Totals

FY22 English Language Education Student Distribution – Year Three Transition
Projection Based on March 2019 Enrollment Data

School	EL w/Services @ Wilkins	EL w/Services @ Home School	EL Opt-Out @ Home School	Total EL Enrollment	FEL Monitoring @ Home School	Total Student Enrollment	Elementary ESL Teacher FTE Count
Dawe	0	38	0	38	12	369	2
Gibbons	0	36	0	36	4	367	2
Hansen	0	20	0	20	7	232	1
South	0	16	0	16	10	253	1
Wilkins - Discrete	44	44	1	45	11	309	2.6
<i>Wilkins – Totals*</i>	<i>44*</i>	<i>NA</i>	<i>1*</i>	<i>45*</i>	<i>NA</i>	<i>309*</i>	<i>NA</i>
District Total	44	154	1	155	44	1530	8.5
Note(s)	<ul style="list-style-type: none"> • Hansen and South EL students remain at their home school. • Additional two (2) elementary ESL teachers provided through District budget (South / Hansen) • Requires classroom space be allocated at the Hansen and the South, that is equivalent to program and service space provided to non EL students. • FY22 South student enrollment increase of 2.0% • FY22 Hansen student enrollment increase of 4.7% • FY22 Wilkins student enrollment decrease of 4.3% • Overall Wilkins student enrollment decrease of 13.9% • Overall percentage of elementary EL students receiving services: 99% • Number of students receiving ELE program related transportation: 0 • One (1) ESL Teacher from the Wilkins will provide 0.4 FTE services at the Jones ECC 						

* Values not used to calculate District Totals