Student Opportunity Act Plan

Amherst

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* Low income/economically disadvantaged students
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

Our district mission statement states: "The mission of our schools is to provide all students with a high quality education that enables them to be contributing members of a multiethnic, multicultural, pluralistic society. We seek to create an environment that achieves equity for all students and ensures that each student is a successful learner, is fully respected, and learns to respect others." However, there are multiple subgroups who are underrepresented in advanced-level courses in mathematics at the secondary level. These subgroups are: African-American students; Latino students; low-income students; and students with special needs.

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

Focus Area 1: Supporting educators to implement high-quality, aligned curriculum (E and F)

The district recognizes that opportunity gaps begin before our students transition to the secondary level. As a result, the district has proposed to have a Middle School Math teacher work with upper-grade, high-promise elementary students to support their academic growth and motivation to take on advanced math courses when they arrive at the Middle School level.

Additionally, the district is in its first year of implementation in grade six of Open-Up Resources, an evidence-based math program, which replaced a curriculum that received poor ratings and was inconsistently implemented. A high school math teacher supported the implementation of the new math curriculum in grades 6-12 and took a strong interest in the work of sixth grade teachers.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Math intervention position to boost participation in advanced level courses (0.2, new)** | **13,000** | **Classroom & Specialist Teachers** |
| **2** | **Math Coach (0.15, new in FY20, retained in FY21)** | **9,000** | **Professional Development** |
| **3** | **Implementation of Open Up Resources** | **8,985** | **Instructional Materials, Equipment, and Technology** |

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

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* Student Growth: Mathematics mean student growth percentile (SGP)
* Custom District Metric 1: % of students from currently underrepresented groups in advanced courses in Middle School starting in FY22
* Custom District Metric 2: % of students from currently underrepresented groups in advanced courses in Middle School starting in FY24

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

The district ensures that families have the opportunity to meaningfully engage with the district through a variety of means. Conferences are held annually in the early fall, and teachers connect with all families, whether in person or via phone conference. In addition, administration, school counselors, school nurses, and teaching staff make it part of their practice to conduct outreach to families on an ongoing basis either through face-face meetings, phone calls, email communications, or home-school communication logs. Administration confirms that all families receive the newsletter and school news messages either electronically or via hard copy. This provides an opportunity for parents to all have access to the current school events and to follow up with the school regarding the information shared, as well. The district is using revised, standards-based report cards that include increased information for families; these report cards come with a comment form that parents can use to share concerns which are then followed up on by staff. Special education/intervention staff connect regularly with parents to share concerns and to provide progress updates. Through the IEP team process, pre-meeting outreach, inclusion in team meetings, and follow up after the meeting, parents of students with more significant needs are invited and encouraged to articulate their concerns and to engage with staff. Families of students with special needs are invited to be critical stakeholders in determining how the school can best meet the needs of their child. The ARPS Family Center includes two caseworkers who offer wrap-around services to critical community connections for families in need. Finally, the district partners with the SEPAC and ELPAC to increase family engagement for these specific populations of families.

**Certifications**

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

The district emailed a draft of this plan to gather feedback from all families and staff. The plan was also reviewed at a SEPAC Meeting on March 6, 2020. Additionally, the plan is in accordance with District/School Improvement Plans, adopted less than a year ago, that were developed by a team of families, staff members, and the principal of the school. This team used the DESE model process, Planning for Success, with a facilitator (Dr. Kristan Rodriguez) who was trained by DESE**.**

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

Date of Approval: 03/26/2020