Student Opportunity Act Plan

Andover

# 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.*

* Students with disabilities
* Low income/economically disadvantaged students
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

Andover Public Schools' core values center around caring and culturally responsive classrooms, inclusive and engaging curricula, high achievement for all, teaching excellence, collaboration, innovation, respect, and responsibility. When analyzing our outcomes for student subgroups, Hispanic/Latino students, Students with Disabilities (SWD). and socioeconomically disadvantaged students are not experiencing as much academic success as their peers. In addition to lower MCAS achievement, college matriculation, and college persistence outcomes, there are a number of areas in which Hispanic/Latino students report lower engagement and belonging on both the DESE VOCAL survey and the district's annual Panorama survey. Our staff does not mirror our student population, 93% of our full-time staff is white, while only 68% of our students are. Additionally, students who are Hispanic/Latino and students who are economically disadvantaged are more likely to be identified for special education than their non-Hispanic/Latino and non-economically disadvantaged peers.

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

The district has been focusing on culturally relevant teaching (CRT) and diversity training for staff over the past few years. We intend to focus on sustaining and supporting the initiatives we already have in place that will support closing the achievement gap for our Hispanic/Latino students, economically disadvantaged students, and SWD.

***Focus Area 1:***  Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

* The district adopted Reader's Workshop in 2018 for its core reading instruction in grades K through 5.
* The district literacy team has been developing culturally responsive classroom libraries in grade K through 8, providing leveled texts at students' independent and instructional reading levels.
* To further support core (Tier I) and strategic (Tier II) instruction, the district has adopted Just Right Phonemic Awareness, Fundations, and Lexia.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **NWEA** | **45,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Lexia** | **39,500** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Readers' Workshop** | **10,000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **Fundations** | **5,000** | **Instructional Materials, Equipment, and Technology** |

***Focus Area 2:***  Supporting educators to implement high-quality, aligned curriculum (E and F)

Teachers in APS are supported through opportunities to engage with talented professional development consultants to support the Reader's Workshop and NWEA MAP assessments and to use this data to further align curriculum and assessment results.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Readers' Workshop** | **50,000** | **Professional Development** |
| **2** | **NWEA** | **10,500** | **Professional Development** |

**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 Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: VOCAL Survey

**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 has a Climate and Culture Committee (C3) and a similar group has been established at each school. This is a formal means for sharing best practices around the district with colleagues. The district will also engage with parents at school council meetings, SEPAC, ELPAC, PTO, and other education-focused groups such as the Andover Coalition for Education.

**Certifications**

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

The elements of this plan were shared with the Bancroft Elementary school council, and the town-wide PTO. Further efforts to engage stakeholders were paused due to COVID-19.

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

Date of Approval: 03/10/2020