Student Opportunity Act Plan

Beverly

# 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.*

* English learners and former English learners
* Students with disabilities
* 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
* Asian students
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

Beverly Public Schools is committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same

level of success to date. Based on a review of our district data, our economically disadvantaged students, Hispanic, Latino and Asian students, English learners, and students with disabilities are not experiencing the same level of MCAS outcomes and graduation rates as their peers. Additionally, these subgroups constitute a high percentage of students with chronic absenteeism and are underrepresented in our Advanced Course work data. We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

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

A major goal of our District Improvement Plan includes the implementation of Universally Designed Learning and Project Based Learning that focus our instructional efforts on meeting the needs of our diverse student groups. We believe that through the work of the following we will be better able to serve our student groups and support the closure of the achievement gaps and opportunity gaps.

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

* Director of Curriculum for STEM - This additional position will support grade 7-12 in year one and expand to the district for year two and three. A review of district data shows that our student groups that we are targeting, (Student with Disabilities, Economically Disadvantaged, Hispanic Latino and Asian) fall significantly below their cohort groups across the state as well as below the aggregate in our district in the areas of Math and Science. We look to a curriculum director to work with our teachers to align, research-based, high-quality curriculum in these areas. Additionally, Beverly hopes to expand opportunity and access to Computer Science curriculum and advance course work for these student subgroups.
* Teacher of English Language (High School) - In the past two years, Beverly has seen an increase in the number of students enrolling for whom English not their primary language. The district will seek an additional teacher with dual certification in Math or Sciences which will allow services to be provided with greater intensity as well as with attention to the content area.
* Curriculum Materials - Funding to support the adoption of a research-based program in Math for all grades.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
|  |  |  |  |
| **1** | **Curriculum Director (STEM)** | **105,000** | **Instructional Leadership** |
| **2** | **EL Teacher (STEM)** | **80,000** | **Classroom & Specialist Teachers** |
| **3** | **Curriculum Materials** | **60,000** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 2: Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Beverly Public Schools hopes to enter into an innovative partnership with Essex North Shore Agricultural and Technical High School to expand access to career/vocational technical education opportunities for our rising Juniors who seek to develop skills in the following areas: Advanced Manufacturing, Automotive Collision, Repair and Refinishing, Design and Visual Communications, Construction Craft Laborer, and Sustainable Horticulture. We have an opportunity to expand these offerings to up to 48 of our students. Our outreach will focus on students in our targeted subgroup categories to ensure equal opportunities for all our students.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **ENSAT tuition** | **120,000** | **Other Teaching Services** |

## Focus Area 3: Increased personnel and services to support holistic student needs (C and/or D)

Director of Equity and Student Support Services (K-12) - This position will be responsible for coordinating, tracking and supervising service delivery to students to enhance their mental, social and emotional well-being as well as improve their academic experience. A key component will include addressing chronic absenteeism as well as increasing access to advanced course work for students in our targeted subgroups.

Academic Teacher - This position will support the expansion of Student Support Classrooms which began in the 2019-2020 school year. These classrooms were created to address the mental health and social-emotional needs to bridge the return of students from hospitalizations as well as to allow students to engage and connect to the school environment. The program is currently staff with a School Adjustment Counselor - we believe the addition an academic teacher will help support the return to the general classrooms.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Direct of Equity and Student Support Services** | **100,000** | **Guidance and Psychological** |
| **2** | **Academic Teacher** | **80,000** | **Classroom & Specialist Teachers** |

## Focus Area 4: Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers (D, F, and G)

The district will offer Free Full Day Kindergarten beginning in the 2020-2021 school year. In transitioning from a tuition-based program to free full day kindergarten, the district will apply funding from the Student Opportunity Act to support the loss of tuition in anticipation of increased Chapter 70 funding in FY22. We believe that providing access to full day kindergarten tuition-free will create equity for our student groups and ensure high-quality early education.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Kindergarten Programming** | **140,000** | **Classroom & Specialist Teachers** |

**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: Mathematics achievement as measured by average scaled scores on MCAS
* Student Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* Student Growth: Mathematics mean student growth percentile (SGP)
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework

**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.*

In the past month, we have engaged stakeholders in public forums and have conducted surveys of parent groups to inform the creation of our plan. The following forums were held:

* Presentation and forum at BTA Teacher and Para Forum (March 3)
* Beverly SEPAC Meeting (March 10)
* Presentation and forum at Beverly ELPAC Meeting (March 10)

A survey was conducted this past month to gather further input. We plan to continue with our forums throughout the year.

**Certifications**

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

* Presentation and forum at BTA Teacher and Para Forum (March 3)
* Beverly SEPAC Meeting (March 10)
* Presentation and forum at Beverly ELPAC Meeting (March 10)

A survey was conducted this past month to gather further input.

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

Date of Approval: 03/30/2020