Student Opportunity Act Plan

Essex North Shore Agricultural and Technical

# 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)
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

The subgroups we have selected at Essex North Shore Agricultural & Technical School (ENSATS) are the ones identified by our DESE 2019 Official Accountability Report that indicate these students are not achieving at the same level as their peers. These are students from our Economically Disadvantaged, Latino, and Special Education subgroups. These are students who have underperformed on MCAS achievement and growth areas in English Language Arts and Mathematics. Given that the new Next-Generation MCAS purports to measure student "college and career readiness," there is sufficient evidence beginning with MCAS results to both identify students and track their progress over time as we prepare them, per our Mission, for the workforce upon graduation.

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

In our effort to create a culture of academic and technical excellence as articulated in our Mission Statement, we are inspired by the words of Jal Mehta, "to think about our students in a fuller and more holistic way." Essex North Shore Agricultural & Technical School will focus on deeper learning that is grounded in equity and creates an opportunity for identity, creativity, and mastery for all.

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

Our focus with this program will be related to deeper learning activities, which will allow students to demonstrate Identity, Mastery, and Creativity. All planning will include an equity pause.

We will expand learning opportunities to students next year by providing two full-time Embedded Academic Teachers during the CTE cycle, one in English, as we had for this year, and the other in mathematics for next school year. (A. Expanded learning time in the form of a longer school day or year)

To help students improve their reading, writing, and mathematical problem-solving skills, we will continue to employ a number of evidence-based programs to support these students, including an award-winning, reading-and-writing scaffold, Writing With Colors, supported by two research studies to help students acquire the reading and writing skills necessary for academic and career success (J. Any other program determined to be evidence-based by the Commissioner).

To provide personalized instruction and standards-based feedback, we will continue our work using Read 180 and Math 180 software and workbooks to track our student progress along with Mastery Manager item banks and data-tracking software to re-educate and progress monitor students in the three learning areas where they are underperforming (F. Purchase of curriculum materials and equipment that are aligned with the state-wide curriculum frameworks) IXL Learning is supported by multiple self-efficacy studies and Mastery Manager offers an item bank that allows us to personalize our assessment of student learning to progress monitor.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **IXL Site License** | **15,360** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Performance Matters** | **26,500** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Schoology** | **16,000** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 2: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners (A and E)

To expand learning time for students identified as belonging to the three subgroups identified. We will offer an ENSATS Summer School Year Academy and for students entering our school in grade 9 who need to acquire skills in reading, writing, and mathematics. We will offer a Summer and School Year Academy for incoming Grade 10 and 11 who need additional academic and technical supports. These academies will focus on deeper learning activities that will allow students to demonstrate Identity, Mastery, and Creativity. All planning will include an equity pause.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Staff** | **30,000** | **Classroom & Specialist Teachers** |
| **2** | **Materials** | **20,000** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Transportation** | **10,000** | **Other** |
| **4** | **Academy Liaison** | **7,500** | **Instructional Leadership** |
| **5** | **EL Support** | **2,500** | **Pupil Services** |

## Focus Area 3: Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

To create partnerships with comprehensive school districts as it relates to the expansion of vocational program access that reflects labor market trends and priorities. The partnership will increase access to a regional vocational technical and agricultural school district that has a significant waiting list. The focus population will be underserved including high-risk factors of special education, as at risk for dropping out, and English Learners.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Project Coordinator** | **50,000** | **Administration** |
| **2** | **EL Support Specialist** | **50,000** | **Other Teaching Services** |
| **3** | **Project Liaison** | **35,000** | **Pupil Services** |

**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 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: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Custom District Metric 1: Common Standard Based Formative Assessment Results
* Custom District Metric 2: Read 180 Results
* Custom District Metric 3: Math 180 Results

**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.*

We will schedule periodic parent engagement events, where parents and their students from subgroups who are receiving this support are given time to understand the work that we are doing to improve their students' reading, writing, and problem solving. We will invite families onto our campus and celebrate our integration learning events, achievements of our students, and our success of our After Dark programs.

**Certifications**

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

* CTAAC Integration Team
* Building Leadership Team
* School Committee Presentation
* Partnership Program Team
* Kaleidoscope Program Team
* Faculty and Staff Meetings

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

Date of Approval: 2/11/2021