Student Opportunity Act Plan

Nantucket

# 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.*

* First language not English students
* 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 demographics of Nantucket Public Schools has changed dramatically in the last twenty years. In the year 2000, we were over 93% white and 2% Hispanic. Today, we are 50% white, 30% Hispanic and 12% African American. This demographic shift has brought challenges and benefits to our island's schools and community. In that time our ELL population from 39 to 271, a 589% increase. As you might imagine, this has prompted responsive action by our school district as we work to level the playing field for our students, and this will guide our actions in the development of our SOP.

Nantucket Public Schools is dedicated to providing stimulating and meaningful educational learning experiences to all children. In our District Improvement Plan, we are focusing on four important Strategic Objectives:

* Improving student learning and achievement
* Increasing support, equity and access for all students
* Securing and maximizing resources
* Nurturing a culture of inclusion, collaboration, and communication

Through careful planning and analysis of district data across all grade levels, we have created a Year 1 Action Plan which prioritizes areas in each Strategic Objective that needs the most immediate and targeted attention. One of these priorities is our youngest students, specifically our pre-kindergartners who are also English Learners. We realize that many of our pre- kindergarten aged children in Nantucket may not be attending pre-school and have not have school experiences prior to coming to Kindergarten. In addition, we know that it is crucial to provide early language and literacy support for children growing up learning two or more languages in their homes. Our Pre-K program is expanding each year, and we must take into account the number of eligible students who are also English Learners. Thus, we know it will be important to provide additional instruction and support in our elementary school for our youngest learners. We know that preparing these students for success in school at an early age can set them up for their whole school experience and beyond, and we are dedicated to providing solid instruction and support while also engaging bilingual families and community members as well as building cultural competency among educators and administrators across the district.

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

## Focus Area 1: Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers (SOA categories D, F, and G)

Based on priority strategic initiatives outlined on our District Improvement Plan, NPS plans to continue and deepen our work in the following areas:

1. Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers. Nantucket Public Schools has partnered with Head Start to provide additional programs for eligible children of pre- school age. NPS provides classroom space for 1 Head Start class during the school year. In addition, Nantucket Public Schools has funded a 5-week summer program called Summer Boost, which is designed for children who will begin kindergarten who have had little/no preschool experience. We have discovered that a large percentage of the students identified for Summer Boost are English Learners.

Over the last 3 years, Nantucket Public Schools has added a pre-school teacher each year to account for the growing number of eligible pre-kindergartners. It is our intent to continue with this practice until we have reached Universal Pre-Kindergarten for 4-year-olds.

1. Supporting educators to implement high-quality, aligned curriculum. Based on the number of new educators coming to the district, it is important that Nantucket Public Schools continue to support their need for the Sheltered English Instruction Endorsement for any educators who may have not obtained the endorsement in their previous districts, programs or coursework. Additional professional development opportunities will be provided for regular education teachers to support their efforts in developing lesson plans and units that are inclusive of WIDA standards for English Language Proficiency and culturally/linguistically responsive instruction.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** |  | **11992** | **Administration** |
| **2** |  | **21658** | **Instructional Leadership** |
| **3** |  | **99311** | **Classroom & Specialist Teachers** |
| **4** |  | **25470** | **Other Teaching Services** |
| **5** |  | **3928** | **Professional Development** |
| **6** |  | **14374** | **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: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* Custom District Metric 1: Pre-LAS
* Custom District Metric 2: Developmental checklist (district-created)

**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.*

Nantucket Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. We have a strong parent-teacher organization, Friends of Nantucket Public Schools, in which parents participate in activities that support our students and schools in a variety of ways. We also have an English Learner Parent Advisory Council (ELPAC) that is looking to expand membership and support from our bilingual families in the community. We realize the need for our Special Needs Advisory Council (SNAC) to be more inclusive of parents of children who are dually identified as English Learners and students with disabilities. We will be concentrating our efforts to continue assisting both groups to collaborate on issues that pertain to both.

Nantucket Public Schools has spoken with school administration over several years, identifying Universal Pre-School as a priority in our District Improvement Plan. We have also hosted an Early Childhood Advisory Council (ECAC) through the Nantucket Community School. ECAC is open to anyone interested in shaping early childhood programming across the island. We have engaged the Nantucket Data Platform to survey island residents to confirm the need for Universal Pre-school and determine the number of eligible students in the next three years.

**Certifications**

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

* Open budget meetings with School Committee, public and district leadership
* Discussion at District Leadership Team
* Meetings with Nantucket Community School's Early Education Coordinator and Director

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

Date of Approval: February 2, 2021