Student Opportunity Act Plan

Narragansett

# 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.*

* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

As noted in our strategic plan, NRSD is committed to providing a physically and emotionally safe learning environment that promotes academic success. However, we recognize that setting students on a path to success begins early. A review of our MCAS data shows that our high needs students' subgroup underperforms the state in grade 3 by 31 points in ELA and 25 points in mathematics as measured by the percentage of students in this group who achieve exemplary or proficient on these tests. As the National Conference of State Legislatures recognizes, "early literacy has proven to have a significant relationship with graduation rates across a variety of contributing factors. According to research, third graders who are not reading at grade level are among the most vulnerable to drop out of school later." Using the STAR Early Literacy assessment, we see that 57% of our Kindergarten students are below the 50th percentile in reading. In addition, 51% of our grade 1 students were reading below expected level, as measured by STAR Reading.

We are committed to improving early literacy success for our students, with a particular focus on the high needs subgroup.

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

NRSD has valued our pre-Kindergarten program, but we recognize the need to expand this program to include access to full- day pre-Kindergarten for 4 year-olds. This expansion would mirror our part-time, integrated program for pre-Kindergarteners by including both typical students and students with disabilities.

## 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)

NRSD has invested in a highly rated literacy program, Into Reading, in grades K-5 (see EdReports). We are investigating a pre-K literacy program called A Big Day for PreK which onramps students to Into Reading. Big Day is described as a program that provides regular access to quality literature while integrating the need for social-emotional development instruction. "Based on years of research that demonstrate the importance of teacher-student interactions, immediate and regular access to the best literature available, and the need for social-emotional development instruction, Big Day for PreK offers teachers a thematic and integrated approach to guiding our youngest learners. Organized around eight themes that grow in scope as children become more aware of their surroundings, the program introduces children to math, literacy, science, and the arts in a way that feels like play and inspires joyful engagement."

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Pre-Kindergarten** | **39,120** | **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: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Custom District Metric 1: Over time, the results from an expanded, full-day PreK which includes both typical students and SWD should result in improved ELA MCAS scores in grade 3 for the high needs subgroup.
* Custom District Metric 2: Boehm 3 Test of Basic Concepts at beginning and end of year.
* Custom District Metric 3: STAR Early Literacy

**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.*

NRSD has a family/teacher conference schedule built into its calendar as a commitment to communicating with families. In addition, we host a parent night at the beginning of the year which enables families to come into the schools in a warm and welcoming way. We provide a Tiered System of Support presentation to parents so they can see how we are supporting struggling students and offer input and suggestions on what we can do better.

Next, we will implement a survey of all residents asking for input on pre-Kindergarten and suggestions.

**Certifications**

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

NRSD recently completed a strategic planning process in which we engaged the community. This process included district staff, school committee members, and families. From this work, we developed a District Strategic Improvement Plan and individual School Improvement Plans which align with it. A strong consensus arose that resulted in our mission to provide a physically and emotionally safe learning environment which promotes academic success.

Specifically related to the use of these funds, we hosted two Pre-Kindergarten Open Houses in March 2020 to enable families to tour our pre-Kindergarten facilities, meet the teachers, and ask questions. In addition, we have created and disseminated a survey to families which asks for their input on full day pre-K. The results of this are coming in, but the survey has not yet closed.

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

Date of Approval: 03/25/2020