Student Opportunity Act Plan

North Adams

# 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
* 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.*

The North Adams Public Schools is a small urban district located in the northwest corner of the Commonwealth. Our student population is small (approximately 1350 students); however, the number of low income students (61.9%) mirrors that of larger districts with a city municipal form of government. In addition, North Adams Public Schools is identified as disproportionate for the identification of students for an Individual Education Plan (IEP) at 25.0% in comparison to the state at 18.9%. Many students are qualified for an IEP either prior to entering school or in the early grades, which was identified in the root cause analysis portion during our RADAR grant participation. The overlap between these two subgroup populations is significant and the 68.9% high risk subgroup for North Adams Public Schools clearly represents the majority of our students.

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

Through a data review and using reports generated by work done into root cause analysis for significant disproportionality (RADAR and Rethinking Discipline) the district leadership team in collaboration with the school committee and the school councils from each school selected the following two areas of focus:

Enhanced Core Instruction:

* Expanded access to full-day, high-quality prekindergarten for four year-olds, including potential collaboration with other local providers. (#1)
* Early College programs focused primarily on students under-represented in higher education. (#3)

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

FY 21 Budget Item Amount

Foundation Category Teachers (2)

$113,340.00

Classroom & Specialist Teachers, Employee Benefits/Fixed Charges Teaching Assistants (2)

$31,414.00

Support Staff, Employee Benefits/Fixed Charges

Evidence-based program identified by DESE

Enhanced Core Instruction

Expanded access to full-day, high-quality prekindergarten for four year-olds, including potential collaboration with other local providers. (#1)

SOA program categories

Expanded access to full-day, high-quality prekindergarten for four year-olds, including potential collaboration with other local providers.(G)

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **2.0 FTE Teacher Assistants** | **$31, 414.00** | **Other Teaching Services** |
| **2** |  |  |  |
| **3** |  |  |  |

***Focus Area 2:***  Early College programs focused primarily on students under-represented in higher education (I)

FY 21 Budget Item Amount

Foundation Category Career Specialist (1)

$19,560.00

Non-bargaining Support Staff, Employee Benefits/Fixed Charges Evidence-based program identified by DESE

Enhanced Core Instruction

Early College programs focused primarily on students under-represented in higher education. (#3) SOA program categories

Hiring school personnel that best support student performance. (D)

Developing additional pathways to strengthen college and career readiness. (I)

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Career Specialist** | **$19, 560.00** | **Other Teaching 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.*

* High School Completion: Four-year cohort graduation rate
* High School Completion: Extended engagement rate (5 year cohort grad rate plus percentage of students who are still enrolled)
* High School Completion: Annual dropout rate
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: DIBELS

**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.*

Parents/Guardians will be initially engaged through the existing prekindergarten enrollment process. Once enrollment is established, the Early Childhood Coordinator will schedule home visits for each family. As part of the home visit, parents/guardians will be given information to help prepare their child for school. A calendar of family events will be established for the school year with regular touchpoints for group and individual engagement and preparation for kindergarten.

The Career Specialist will work with families of students with college aspirations in collaboration with the guidance department to ensure that parents/guardians attend the series of workshops provided on the college application process, FAFSA completion, and scholarship application. The Career Specialist will also engage families through internship opportunities. The Career Specialist will also inform families identified for his/her caseload on community based opportunities for exploring career preparation in other "after dark" vocational/technical programs.

**Certifications**

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

District leadership team completed a review of district reports and data and made a recommendation to the school committee for discussion and approval after public comment. Each school principals presented the review and Student Opportunity Act plan recommendations to the schools councils for feedback and endorsement.

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

Date of Approval: 03/03/2020