Student Opportunity Act Plan

North Andover

# 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
* First language not English students
* Asian students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students

*The rationale for selecting these student subgroups.*

Our district data indicates the above-named subgroups are not achieving at the same high level as their peers as evidenced by district data and MCAS results. The district will identify the lowest 25% of these students and implement targeted instruction to address the needs of these students.

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

As the district focuses on student subgroups that are not achieving at the same level as their peers, we will use specific, evidence-based programs to close opportunity and achievement gaps for student subgroups and allocate the resources to support those programs. The district will monitor the success of reducing disparities in achievement among subgroups over three years and engage those families, particularly those representing the student subgroups.

***Focus Area 1:*** Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

The district will provide enhanced core instruction in evidence-based early literacy and will provide continued and increased professional development on early literacy skills. We will provide professional development concerning signs of reading difficulties and how to remediate earlier for struggling students. Our Pre-K literacy curriculum and professional development will be consistent with our K-5 literacy curriculum. We have purchased diverse classroom libraries in grades K-2.

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|  | **FY21 budget item** | **Amount: enter number, do not use the**  **$ character** | **Foundation Category** |
| **1** | **Enhanced Core Instr./Early Literacy Program** | **90,000** | **Professional Development** |
| **2** | **Enhanced Core Instr./Early Literacy Program** | **6,000** | **Instructional Materials, Equipment, and Technology** |

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

The focus of the Early College programs will be on students of color, English Learners, low income and students with disabilities. We will use a portion of SOA funds to ensure all students achieve at high levels and are prepared for success after high school by collaborating with NECCO's Early College Program either onsite on NAHS or at the Lawrence campus.

Mentors will be hired to advise students.

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|  | **FY21 budget item** | **Amount (enter number, do not use the**  **$ character)** | **Foundation Category** |
| **1** | **Enhanced Core Instr./Early College Programs** | **20,000** | **Other Teaching Services** |
| **2** | **Enhanced Core Instr./Early College Programs** | **5,000** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Enhanced Core Instr./Early College Programs** | **25,000** | **Other** |

**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 Growth: Mathematics mean student growth percentile (SGP)
* High School Completion: Four-year cohort graduation rate
* 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).
* Post-secondary Success: Enrolled in college during the first year after high school

**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 increase opportunities to share, appreciate and celebrate cultural differences by offering Race Amity Day activities, Spanish Heritage month, cultural fairs, SEI professional development.

**Certifications**

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

This is the link to the Presentation made to the North Andover School Committee and voted on and approved on May 21, 2020: https://docs.google.com/presentation/d/1xq7d\_EME3Sq5YB3Ti6VCUEu-6dmMCutcXvd3T-cJxq0/edit? ts=5f341ef7#slide=id.p

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

Date of Approval: 05/21/2020