Student Opportunity Act Plan

North Attleborough

# 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)

*The rationale for selecting these student subgroups.*

As referenced in our strategic plan, North Attleborough Public Schools (NAPS) is committed to partnering with families and the community to provide a supportive environment that actively engages and challenges all students to reach their full potential. However, not all student subgroups have experienced the same level of success across the district. After a careful review of our district data, our English learners, students with disabilities, low income/economically disadvantaged students, and high needs students have not consistently experienced the same level of MCAS outcomes as their peers. Additionally, we reviewed North Attleborough's annual drop out rate over a 5 year period, and we would like to reduce the number of students who drop out of school each year.

We are committing to closing the achievement gap for the student subgroups through targeted work with teachers on our co- teaching model, targeted work with students through summer learning opportunities, and enhancing our dropout prevention and recovery programs for high school students.

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

The district analyzed MCAS data over a 5 year span, and looked carefully at any gaps found within the results of student subgroups. We were able to identify specific subgroups who may need additional support in order to close achievement gaps. In addition, the data regarding the high school graduation rate and annual dropout rate were considered, and we determined that focusing on dropout prevention and recovery programs would benefit many high risk students. The district also reviewed student, parent, and staff surveys as well as considered feedback from stakeholders when selecting programs for our Student Opportunity Plan.

## Focus Area 1: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Over the 2019-2020 school year, the district began assessing how we can best serve our students with disabilities in the least restrictive environment. Through this process, we have created a new integrated classroom program at the elementary level, restructured our Middle School Math, and created additional inclusion opportunities in our high school schedule. To successfully implement inclusion practices across the district, we aim to support the development of teachers through additional training and coaching on best practices for co-teaching in these inclusion settings. Ideally, we will continue to expand opportunities for inclusion across all schools, and this will benefit students with disabilities as well as English learners, low income students and students in our high needs population.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Inclusion/Co-teaching PD** | **$8,000** | **Professional Development** |
| **2** | **Inclusion teachers (2)** | **$100,000** | **Classroom & Specialist Teachers** |

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

North Attleborough Public Schools will develop Summer Learning Academies to support skill development and student achievement by expanding learning time for targeted students. The district will develop a "summer camp" format that offers English/Language Arts, Math, and enrichment opportunities for students to help close achievement gaps. The program will run 4-6 weeks during the summer months, and target English Language Learners and other students considered high needs. Teachers will work with small groups of students (maximum of 10 students per group) to focus on developing skills, increasing

student confidence, and building independence. The district offered a small summer learning camp through a virtual environment this year, and would like to expand the number of students we can offer this program to for the summer of 2021.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Summer Camp Teachers** | **25,200** | **Other Teaching Services** |
| **2** | **Summer Camp Supplies** | **1,200** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 3: Dropout prevention and recovery programs (I)

The North Attleborough High School will improve our dropout prevention program with a focus on developing additional pathways to strengthen college and career readiness. There is a direct correlation with high needs students, and our annual dropout rate. Therefore, we will utilize the role of transition coordinator to build relationships with students, and promote programs for students to support the transition from high school to work/or additional schooling. The high school will improve their process of identifying students who may be at risk for dropping out, and the steps that they take to reduce the dropout rate. This will allow us to identify students before they drop out, and offer additional supports/customize students' learning experiences to prevent them from dropping out of school.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Transition Coordinator** | **50,000** | **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
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* High School Completion: Four-year cohort graduation rate
* High School Completion: Annual dropout 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).
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Additional Indicators: Percentage of 11th and 12th graders completing at least one DESE-identified advanced coursework

**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.*

Family engagement is a priority for North Attleborough Schools. We recognize that in order to ensure that all students are provided with an excellent education, we must create specific opportunities that effectively engage our students with disabilities, English learners, high needs students, and low income/economically disadvantaged students.

We recognize that existing family engagement opportunities at our schools may not be effective in reaching all families. Therefore, we are committing to enhance our district level parent outreach through our English Learners parent group and Special Education parent group. These groups are conducting additional outreach to families including potluck dinners, personalized invitations to meetings, and the use of a summer liaison to conduct personal outreach to families who have been identified as homeless or may have other significant needs. Our goal is to build positive connections with families, and encourage parent participation in meetings that are informative and welcoming for all families. We also plan to expand free parent workshops and trainings to help support the needs of all families across the district.

**Certifications**

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

North Attleborough School District conducted surveys that included students in grades 6-12, parents, and staff members in June of 2020. This survey helped us to identify the level of engagement for both students and families. It also gave us the ability to consider the perspectives of parents and educators as we developed our goals and target areas. In addition, the district holds regular meetings where the Superintendent meets with PTO presidents and other parent representatives to share district goals, and hear feedback from school representatives. Our district also works collaboratively with the YMCA to identify and address the needs of our students. These stakeholders have given valuable feedback that helped us select out focus areas and plan for the upcoming school year.

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

Date of Approval: 8/3/2020