Student Opportunity Act Plan

Oxford

# 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.*

* 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 stated in the district Improvement plan, the Oxford Public Schools is committed to engaging ALL students in a comprehensive and challenging learning experience through high quality instruction that supports each student's academic, social, and emotional development, while fostering a commitment to community so students thrive in a technological global society, prepared for life, college, career or the military. The district realizes that there has been varying levels of success within identified student subgroups. Based upon an analysis of the district data, our low income/economically disadvantaged, and high needs students are not experiencing the same level of successful outcomes. In order to enhance the student engagement and improve successful outcomes, the district is committed to closing the achievement gaps for our low income/economically disadvantaged, and high needs students.

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

The past few years, the district has adopted a research-based literacy program which provides systematic instruction in addressing critical foundational skills. Additionally, the district has implemented district-wide programs to address Tier I instruction in math. Based upon the data, the district is in need of an individualized Tier II program to support the needs of the students.

## Focus Area 1: Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks(F)

The district is planning on purchasing the IXL 3 year partnership program for all students, K-12. This Tier II evidenced based intervention program supports the areas of ELA and math. This individualized program will assess student knowledge through the diagnostics and provide information on both ELA and math strands with specifics on their grade level proficiency. The program provides a personalized plan for the student which can assist in addressing learning gaps. The students can access this program in all environments due to our 1:1 chromebook initiative.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **IXL - 3 year partnership** | **81,472** | **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) 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).
* Custom District Metric 1: DDM ELA
* Custom District Metric 2: DDM Math

**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.*

The district recognizes that meaningful family engagement is critical to the success of all students. Since the focus is on specific subgroups, it is critical that the district effectively engages the families of high needs and low income/economically disadvantaged students. It is apparent that the district's current engagement opportunities are limited, particularly during the COVID pandemic, and the district needs to expand upon the current options such as PTO meetings, and family nights.

The district has recently focused on check-ins to support the students and discuss parent support and student needs in the remote environment. Additionally, virtual information sessions will be provided to address identified topics, curriculum nights to enhance parent understanding and training on additional resources and parent zoom meetings.

**Certifications**

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

We engaged stakeholders through the School Advisory Council that are made up of administrators, teachers, and community members in each building. We used the feedback from those individual groups to assist in the development of this plan.

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

Date of Approval: Pending