Student Opportunity Act Plan

Hadley

# 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.*

The August 2019 EW601 report (identifies student risk levels associated with graduation) has identified six students considered at high risk and seventeen students at moderate risk for not graduating. Of the twenty-three identified students in both categories, eleven are students with disabilities (48%) and seven are English Language Learners (30%). The August 2019 EW602 report (identifies student risk levels associated with post-secondary enrollment, readiness, and persistence) has identified fourteen students at high or moderate risk, eleven of whom are students with disabilities and two of whom are English Language Learners. Based on our analysis of Early Warning Indicator System data we will implement evidence-based programs to improve post-secondary readiness and success for students considered at risk.

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

The August 2019 EW601 report (identifies student risk levels associated with graduation) has identified six students considered at high risk and seventeen students at moderate risk for not graduating. Of the twenty-three identified students in both categories, eleven are students with disabilities (48%) and seven are English Language Learners (30%). The August 2019 EW602 report (identifies student risk levels associated with post-secondary enrollment, readiness, and persistence) has identified fourteen students at high or moderate risk, eleven of whom are students with disabilities and two of whom are English Language Learners. Based on our analysis of Early Warning Indicator System data we will implement evidence-based programs to improve post-secondary readiness and success for students considered at risk.

## Focus Area 1: Early College programs focused primarily on students under-represented in higher education (I)

In its annual vision building and leadership retreat, the Hadley School Committee reaffirmed its commitment to ensuring all students have access to what Jal Mehta and Sarah Fine describe as Deeper Learning; learning that is interactive, relevant, and relational. The School Committee shares Commissioner Riley's vision of classrooms in which students master content knowledge and life skills through the creation of meaningful, original work products; policies and practices that provide schools the autonomy necessary to establish conditions for deep learning and to meet students' needs; and, connecting students to learning opportunities beyond the classroom. The district also reaffirmed its commitment to providing every student with rigorous and challenging learning experiences by investing in crucial resources necessary to ensure all students have the opportunity to pursue meaningful goals. These resources, delineated in TNTP's report The Opportunity Myth, include: grade appropriate assignments, strong instruction, deep engagement, and teachers with high expectations. The guiding principles of EC pathways align with our district's commitment to:

* Ensure that students who are economically disadvantaged, English Language Learners, immigrants, potential first generation college graduates, and students with disabilities have equal access to rigorous college and career preparation and participation activities
* Offer clear and detailed academic pathways that integrate learning beyond the classroom
* Enhance student supports that assist underrepresented and at-risk students to participate in and complete college courses
* Expose students to career opportunities and exploration
* Partner with higher education and workforce boards to improve and expand opportunities for students

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **AP and ECHS Course Fees** | **15600** | **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.*

* Custom District Metric 1: Student Enrollment
* Custom District Metric 2: Program retention
* Custom District Metric 3: Grad rate of cohort
* Custom District Metric 4: College credits earned by students in cohort
* Custom District Metric 5: Cohort completion
* Custom District Metric 6: Cohort post-secondary enrollment

**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.*

Families representing the student subgroups most in need of support have the following opportunities to meaningfully engage with the district regarding their students' needs:

* Special Education Parent Advisory Council provides input on programming needs of students with disabilities
* Families of English Language Learners are invited to participate in EL PAC to offer input on needs of English Language Learners
* Parents are invited to participate in student assistance teams and in grade level team meetings to discuss the needs of their individual student
* The School Committee surveys all parents biannually and uses data to inform strategic planning, resource allocation, and program development for all students including those at risk

**Certifications**

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

The district engaged the groups listed below through school council meetings, school committee meetings, presentations to town officials, parent advisory groups, student focus groups, and faculty planning committees.

* Parents
* Students
* School Committee
* Community Members
* Faculty and Staff

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

Date of Approval: 03/02/2020