Student Opportunity Act Plan

Hanover

# 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

*The rationale for selecting these student subgroups.*

Hanover Public Schools has created a Strategic Plan, as well as Individual School Improvement Plans, which outline the development of a system-wide environment wherein exceptional instruction and student achievement are at the core of our work, and realized through collaborative action. We have developed programs and initiatives to improve student performance using analytics to strategically inform instruction, curriculum, and experiences at each level. Even with new initiatives and student success, not all student groups have experienced the same level of proficiency. Based on district data our Special Education, English Learners, and Economically Disadvantaged students are not achieving proficiency on MCAS and benchmark assessments. 2019 MCAS ELA grades 3-8 aggregate data shows 62% of students in the meeting and exceeding category. Whereas only 22% of our Special Education cohort, 31% English Learner, and 45% Economically Disadvantaged met or exceeded expectations. Grade 10 percentages are as follows: 71% Aggregate, 28% Special Education, and 27% Economically Disadvantaged, meeting or exceeding expectations. This performance has been recognized as a trend over time. We are committed to closing achievement and opportunity gaps for these student subgroups. This work will need to involve our entire community.

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

***Focus Area 1:*** Supporting educators to implement high-quality, aligned curriculum (E and F)

Hanover Public Schools is working on a new initiative which focuses specifically on the area of reading, called READ2700. The vision for this work is to collectively strengthen our capacity as teachers and learners to ensure that all 2,700 of our students reach their potential as readers using research-based instructional practices and resources that support the learning needs of all students. This work has been identified as our top academic priority for the next three years based on teacher and parent feedback, data trends, and a comprehensive needs assessment conducted by outside literacy experts. This initiative will focus on the adoption and strengthening of strategies to meet the needs of all students. In addition to the improvement strategies outlined in our district-wide plans, we intend to continue and deepen our work on two important initiatives already underway. The town, school committee, and special education parent advisory council (SEPAC) has been involved and will continue to be part of the work moving forward. Both initiatives will ultimately promote an increase in performance on district based and MCAS assessments.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Teaching and Learning Alliance** | **30,000** | **Professional Development** |

***Focus Area 2***: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

Our work and newly developed comprehensive assessment plan and schedule is the foundation for an enhanced model for a multi-tiered system of support (MTSS). We have provided training on the tiered model, data informed planning, and an updated Student Intervention Team process. Our work moving forward will be to support and grow a structure of a successful co-teaching model and establish equal roles and responsibilities for all involved. In addition to in-house professional development, our work with the Landmark School is specifically focusing on students with language based disabilities both in and out of the classroom and professional development experiences that will support classroom, special education teachers, and paraprofessionals.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Landmark Outreaach** | **30,000** | **Professional Development** |

**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: ELA mean student growth percentile (SGP)
* Custom District Metric 1: DIBELS8

**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 Hanover Public Schools has worked to build and strengthen family and community engagement over the years including family nights, website and social media enhancements, podcasts, and surveys. We have active parent organizations and our parent groups have been involved in the rollout of this initiative. We invest much time and creativity to vary the options and ways families can contribute and participate, understanding everyone has different responsibilities and obligations within each household. SEPAC has created a Literacy Working Group and meets regularly with the administration. Several events including a Literacy Night Roundtable with parents, administrators, and reading specialists have been very successful this year. Our plan moving forward would be to continue and expand this open dialogue. Participation will be tracked to ensure growth, success, and sustainability. This partnership is critical to improving our learning outcomes and the overall success of our initiative.

**Certifications**

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

Hanover Public Schools engaged many stakeholders in the development of our literacy plan. We worked with teachers at each grade level, administrators, outside consultants, parents, school councils, SEPAC, and school committee to develop our Student Opportunity Act (SOA) plan. During the month of April, each school discussed the SOA plan with their school council and the feedback was shared and included in this final version. It was also presented to SEPAC leadership on April 29th, the SEPAC Board on May 15th, and the Hanover School Committee on June 17, 2020. Feedback included support of the overall initiative and targeted cohorts, metrics to demonstrate improvement, and ensuring our professional development focused on the needs of all students.

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

Date of Approval: 06/17/2020