Hawlemont

# 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.*

* Students with disabilities
* Low income/economically disadvantaged students

*The rationale for selecting these student subgroups.*

As noted in our District Improvement Plan and School Improvement Plans, Hawlemont Regional School District is focused on improving student achievement in math. This is a goal for all students, but particular focus is on students with disabilities, and low-income students. These subgroups of students have MCAS outcomes that are disparate from their peers, resulting in gaps in achievement in comparison with all students in the school and/or the MTRSD-HRS two-district system.

Our plan is designed to continue to close opportunity and achievement gaps for students with disabilities and from economically disadvantaged backgrounds. We also seek to improve overall academic achievement school- and district-wide in mathematics.

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

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

K-6 Mathematics Curriculum Aligned with MA Curriculum Frameworks. Over the last few years, the district has adopted new mathematics curriculums in grades K-6. These curriculums are inquiry-based, student-centered and designed to support strong success in the standards for mathematical practice and develop deep understanding of concepts and skills. The most recent curriculum adoption was in grades K-5. To support successful implementation of the curriculum and improved instructional practices, the district has invested (through grant funding) in a full-time mathematics coach. The coach works closely with classroom teachers, paraprofessionals, and special education teachers to support their teaching of mathematics and to help us systematically measure student outcomes.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **K-5 Mathematics Curriculum and Aligned Intervention Curriculum (partial cost)** | **2790** | **Instructional Materials, Equipment, and Technology** |

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

Inclusive Practices for students with disabilities (and all students): The new math curriculum and math coaching work is supported by continued commitment by the district to inclusive practices. Teachers at all levels have been trained in Universal Design for Learning and use these concepts to create and deliver engaging curriculum that includes entry points, supports, extensions, choice and multiple modalities for learning to all students. Co-teaching and an expanded "push-in" model for special education and intervention is part of a tiered system of support for all students in mathematics. The cost of these inclusive practices are covered by existing general funds and federal grant-funding.

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| **1** |  | 0 |  |

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: Mathematics mean student growth percentile (SGP)
* Custom District Metric 1: student engagement in elementary math (grades 3-5 survey of learning experience/environment/instructional practice)
* Custom District Metric 2: math achievement in core program and tier 2 interventions - district-based assessments

**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.*

Hawlemont Regional School has several existing avenues for engaging families regarding student needs. The school committee meetings are frequent and include opportunities for family/community input. The school has an LEC that meets regularly to address school improvement goals. A district SEPAC meets regularly to engage families of students with disabilities. The school has an active PTO. There are also school-wide community events to engage families related to student achievement, such as literacy nights. As part of our tiered system of support, specialists provide interventions and specialized instruction to students who are struggling academically and to students with disabilities. Students receiving academic intervention and their families are invited to meetings specifically addressing these interventions. They are also contacted individually by these specialists (reading specialists, SLPs, special education teachers, etc.) regarding specific supports they receive through this tiered system of support.

Hawlemont Regional School is also engaged in a Targeted Assistance process, focused largely on literacy achievement and creating a school culture of shared responsibility. This process will include several new initiatives for community engagement. Thus far it has engaged faculty and staff in focus groups, surveys and a leadership team that engages the faculty in the planning process. It will also include family and community surveys, meetings and a protocol for families to reimagine the school, with outside facilitation and support from the DESE SSOA team.

**Certifications**

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

The Hawlemont Regional School Improvement Plan is vetted and monitored by the district school committee in public meetings. It is developed in partnership with the two-district (Mohawk Trail/Hawlemont) leadership team based on analysis of student achievement patterns, community feedback (through public forums, surveys and indirectly looking at school choice numbers, for example) and informed by school-based stakeholder engagement (LEC priorities, SEPAC meetings, school- based surveys, etc.). The School Improvement Plans are developed in collaboration with school faculty and staff and the LEC, and informed by student achievement data, local issues/priorities and input from families. This SOA plan is based upon the Two-District Improvement and School Improvement Plans.

The selection of the K-5 mathematics curriculum was led by a committee made of general education and special education teachers and administrators. It was a rigorous process that included rubric-based curriculum review, school site-visits, classroom-based pilots, professional development, and two-district-wide input (through meetings and surveys) from faculty and staff. This committee also made recommendations for a 3-year implementation plan that included professional development, coaching, support with curriculum materials, intervention curriculum support, student assessments and monitoring of program implementation and student achievement. Justification for the supports for implementation have been made through public meetings with the school committee and its budget subcommittee.

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

Date of Approval: 05/12/2020