**Student Opportunity Plan: SY 2021-2023**

***Hampden Charter School of Science – East***

→ **Commitment 1: Focusing on Student Subgroups**

**Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?**

Hampden Charter School of Science (HCSS) has always had the achievement and long term success of our students at the forefront of its Mission, Strategic Planning, and day to day operations. A review of our data indicates that there is still room for improvement in the achievement of some groups of students in our school. Not enough of our High School students have achieved success in Advanced level courses. Additionally, we have experienced a degree of Chronic Absenteeism for High School students in the High Needs and Economically Disadvantaged group. HCSS strives to continually improve our delivery of instruction to ensure the success of all students. In this light, we will commit to making the necessary adjustments to ensure that all of our students are able to succeed in an equitable and culturally responsive manner.

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

**What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?**

**1. Inclusion for students with disabilities (SWD):** HCSS strives to meet the needs of all learners, including students with disabilities and English language learners, through targeted student supports and other researched-based strategies. HCSS will increase professional development for paraprofessionals aimed at assisting in building their expertise working within the inclusion classroom, providing for multiple and varied accommodations within the general education classroom, and effective collaboration with general education teachers to help meet individual student learning goals. Special Education and ELL students will perform better within general education as a result of highly specialized training for paraprofessionals. HCSS will employ on-site specialized content specialists for ELA and Math interventions to aid in closing expansive gaps for students lacking foundational skills in reading, writing, or Math. Students with expansive gaps in foundational skills will be effectively enabled to fully engage in the general education curriculum through prompt intervention from specialized content specialists. Increased paraprofessional development for paraprofessionals, onsite specialized content specialists, and additional bussing will support student engagement and success in the general education curriculum and subsequently on assessments including MCAS and ACCESS.

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| **FY21 Budget Item** | **Amount** | **Foundation Category** |
| Staffing | $137,500 | Specialist Teachers |
| Paraprofessional Training | $5,000 | Professional Development |
| Evidence-based program identified by DESE? | | Inclusion/co-teaching for students with disabilities and English learners, Increased personnel and services to support holistic student needs |
| SOA program categories: | | D (hiring school personnel), E (PD), A (expanded learning time) |

**2. Diversifying our educator workforce**. At HCSS, we recognize the strength and opportunity in the diversity of our student body. We strive now to ensure that our faculty and staff reflect the incredible ethnic and cultural diversity of our students. The goal of HCSS going forward will be to expand recruitment efforts and attract prospective teachers in our students’ communities by offering grants for those seeking to take their licensure exams. Additionally, as we continue to diversify our faculty and staff, HCSS aims to develop and implement a robust professional development program with the goal of training staff in culturally responsive teaching.

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| **FY21 Budget Item** | **Amount** | **Foundation Category** |
| MTEL - SEI - Licensure Grants | $12,000 | Professional Development |
| Culturally Responsive PD | $5,000 | Professional Development |
| Hiring Costs | $750 | Classroom & Specialist Teachers |
| Evidence-based program identified by DESE? | | Diversifying the educator/administrator workforce through recruitment and retention, Supporting educators to implement high-quality, aligned curriculum |
| SOA program categories: | | D (hiring school personnel) and E (PD) |

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

**What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own.**

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| **1) DESE outcome metrics:** | **2) Custom district metrics:** |
| * Student achievement (Math) | * None |
| * Student achievement (Science) |  |
| * Chronic absenteeism |  |
| * Percentage of 11th and 12th graders completing advanced coursework |  |

→ **Commitment 4: Engaging All Families**

**How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students’ needs?**

At Hampden Charter School of Science, Family Engagement is an essential part of our values. We use Parent Communication as a way to communicate with all families, therefore ensuring that families of High Needs and Economically Disadvantaged students are in contact with teachers and school administrators when needed. At HCSS, every teacher has Parent Communication goals on their Teacher Evaluation. These goals require teachers to be in contact with parents throughout the year, informing them of things like grades, missing assignments, and outstanding achievements. As part of their Parent Communication goals, teachers are also asked to go on Home Visits to continue to make the teacher-student-parent partnership strong. These Home Visits are a way for teachers to meet with parents on their own schedule and use that time to communicate positively about their students.

To specifically reach out to those students who may be High Needs or otherwise need extra support, HCSS has instituted the Advisory Program. Through this program, HCSS teachers and staff are assigned a small group of at-risk students to advise. These advisors are tasked with communicating weekly with parents and guardians, informing them about missing assignments and ways to help the student improve their grades and content knowledge.

**Certifications:**

 **By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act**

**Please summarize your stakeholder engagement process, including specific groups that were engaged:** The plan is prepared by a committee of academically diverse individuals including the Directors of Curriculum and Instruction for ELA, Math, Science, Humanities, and Special Services. Stakeholders who are engaged in this process are the special education and ELL parent advisory groups, and the Parent-Teacher Organization. The groups met online via Zoom and the meetings are moderated by the Director of Curriculum and Instruction for Special Services. The inputs from stakeholders and the needs assessment conducted by the committee shaped the plan.

 **By checking here, I certify that our district’s school committee voted on our Student Opportunity Plan.**

The board of trustees voted to approve the plan on January 28, 2021.

• **Date of vote: 1/28/21 Outcome of vote: Approved**