Student Opportunity Act Plan

Hingham

# 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
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students

*The rationale for selecting these student subgroups.*

District MCAS analysis has shown the presence of achievement gaps between the academic performance of students with disabilities and all students and between students who are high-needs and all students. These achievement gaps exist and persist across all grade levels and subject areas. While not large enough to form a forma accountability subgroup, students who are black and low-income also present with similar gaps in achievement when the district has examined MCAS data. Further, the district has been informed by DESE of significant disproportionality in the eligibility of black students being identified as having specific learning disabilities.

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

Focus Area 1: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

The district has proposed an overhaul of elementary (and middle school) intervention services to align the district's model with the MTSS framework. Past RTI efforts have largely proven not effective in closing achievement gaps observed across subjects and grades. The district proposes the addition of reading, literacy, and math specialists in each elementary school, the addition of interventionists across all schools K-8, and the addition of an elementary-wide writing coach/specialist. The model also provides for screenings across all domains of skill (reading, general literacy across content areas, and mathematics) and new data-based and programmatic strictures to ensure data from screenings and classroom assessments are used to adjust instructional approaches to our students identified to be at-risk (both in the classroom and in intervention settings).

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Reading Specialists** | **240,000** | **Classroom & Specialist Teachers** |
| **2** | **Literacy Specialists** | **240,000** | **Classroom & Specialist Teachers** |
| **3** | **Math Specialists** | **240,000** | **Classroom & Specialist Teachers** |
| **4** | **Interventionists** | **400,000** | **Other Teaching Services** |

Focus Area 2: Supporting educators to implement high-quality, aligned curriculum (E and F)

The district has proposed an overhaul of elementary (and middle school) intervention services to align the district's model with the MTSS framework. Past RTI efforts have largely proven not effective in closing achievement gaps observed across subjects and grades. The district proposes the addition of reading, literacy, and math specialists in each elementary school, the addition of interventionists across all schools K-8, and the addition of an elementary-wide writing coach/specialist. The model also provides for screenings across all domains of skill (reading, general literacy across content areas, and mathematics) and new data-based and programmatic strictures to ensure data from screenings and classroom assessments are used to adjust instructional approaches to our students identified to be at-risk (both in the classroom and in intervention settings). Apart from the activities described in the first activity of the plan, the new model will also provide teaching faculty with the support of content specialists to ensure instruction is high-quality, aligned to the Commonwealth's curriculum framework, and designed to ensure results from the data model translate into adjusted classroom instruction.

The budget table below references placeholder amounts to support the data and information infrastructure (e.g., the researched-based screening tools and curricular materials being used by the proposed staffing additions in the first part of this proposal).

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Math Intervention Program and Materials** | **50,000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Literacy Screening Tools and Materials** | **50,000** | **Instructional Materials, Equipment, and Technology** |

## Focus Area 3: Increased personnel and services to support holistic student needs (C and/or D)

The district has recently developed and launched a multi-tiered model of social and emotional supports for students. The district is proposing to add additional SEL supports to the existing program structure. Currently, all students are screening on specific SEL outcomes three times a year. Counselors use this data and, after parental consent is secured, tun short-term interventions designed to support student's SEL wellness within the school environment. As the district has begun to provide these services in a more consistent and holistic way, additional staff are needed to respond to the increase in social and emotional needs of our student population. The model is based on the MTSS framework.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Elementary Adjustment Counselors** | **120,000** | **Guidance and Psychological** |
| **2** | **High School Guidance Counselor** | **60,000** | **Guidance and Psychological** |

**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 Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Achievement: Science achievement as measured by average scaled scores (or CPI, depending on grade level) on MCAS
* High School Completion: Four-year cohort graduation rate
* Custom District Metric 1: SEL Screening Data collected three times a year in the district. Specifically, examining the change in school pre- to post- intervention session to determine efficacy.

**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 provides several parents evenings throughout the year designed to review the intervention and support services provided by the school, as well as individual contact to parents to engage them as partners in their child's learning. Student identified as needing support are communicated with weekly on student progress and invitations are continually made to invite parents into the school (pre-COVID) to get materials to support student learning at home. Additional opportunities are also provided upon parent request and/or district request, as needed.

**Certifications**

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

Relative to the district's HTSS (Hingham Tiered Systems of Support) model, there have been a number of community presentations about the goals of the district and the use of additional state funds to support the work. The district has offered presentations on both the SEL and Academic components of the plan over the past year and, most recently, have included the plan as part of the district's budget development process.

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

Date of Approval: 1/28/2021