Student Opportunity Act Plan

Hopedale

# 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
* Social/Emotional

*The rationale for selecting these student subgroups.*

Although we work diligently to meet the needs of all students, we continuously need to focus attention on meeting the needs of our subgroups. In our small school district, we often have low incidence populations so it is critical that we maintain a focus on the needs of all students. We used data from our TFM for ELL students as a subgroup, we used our Accountability Report Data to identify students with disabilities as a subgroup, and we used data collected from our Bridge Program to select SEL students as a subgroup.

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

The purchase of high quality, aligned curricula for students K-12 will allow our teachers to provide a coherent, progressive pathway for learning that is individualized for each student. In addition, the purchase of individual licenses through the Imagine Learning modules will provide individualized instruction through technology based modules.

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

* Purchase of new Curriculum K-12
* Imagine Learning ELL Platform

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **K-12 ELL curriculum purchase** | **5000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **Imagine Learning Platform** | **5000** |  |

Focus Area 2. Expanded access to career-technical education, including "After Dark" district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)

Hopedale Public Schools have made a commitment to our staff, students, and families to develop comprehensive and effective programs that allow us to service our students within the district. We plan to continue to build on our opportunities and experiences for our students in our FLEX and STARS programs. At the upper levels, we are building life and career skills modules and at the elementary level our goal is to build inclusionary opportunities.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Stars Program (JSHS) career development** | **2000** | **Instructional Materials, Equipment, and Technology** |
| **2** | **FLEX (elementary) career development** | **2000** | **Instructional Materials, Equipment, and Technology** |

Focus Area 3: Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

The Hopedale Public Schools have been working to realign existing staff in order to create cohesive, effective co-teaching teams. The teams have and will be provided with professional development and coaching in the area of co-teaching and inclusion.

The Hopedale Public School received a MetroWest Health grant for $210,000.00 to develop and establish a program for students who experienced mental health issues. The grant allowed us to get the program running with the understanding that over three years, we would build the expenses into our operating budget. In addition, with the growing mental health issues within our schools and community, training for all staff members is critical.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Inclusion** | **1000** | **Professional Development** |
| **2** | **Co-Teaching** | **1000** | **Professional Development** |
| **3** | **Bridge Program Development (JSHS)** | **2500** | **Employee Benefits/Fixed Charges** |
| **4** | **RIBAS trained in-district SEL team** | **2000** | **Professional Development** |
| **5** | **District-wide training for all staff in SEL** | **6000** | **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 Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* Custom District Metric 1: Number of students accessing the Bridge Program Custom District Metric 2: Number of STARS students participating in DECA
* Custom District Metric 3: Number of STARS students participating in pre-employment training
* Custom District Metric 4: Number of STARS students participating in vocational training

**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 Hopedale Public Schools are committed to working with the families of the subgroups identified within this plan. Each year, we will hold an ELL family night, a Curriculum Fair, Presentations by the School Adjustment Counselor, Monthly Clinic Meetings, and will continue to develop our multilingual district notifications.

**Certifications**

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

District employees worked on developing a draft plan. Administrators received input from parents/community members through their parent advisory groups. The Special Education Director received input at the March SEPAC meeting. All groups placed the Student Opportunity Act on their agendas. We publicized the plan as an agenda item on our March School Committee meeting for input from the public.

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

Date of Approval: 03/03/2020