Student Opportunity Act Plan

Hudson

# 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.*

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

*The rationale for selecting these student subgroups.*

Strategic Objective #2 of the District Improvement Plan "Educating the Whole Child," describes the District's commitment to provide rigorous, inclusive academic and social emotional learning experiences to ensure ALL students succeed academically. Within this context, we recognize that segments of the student population experience greater challenges and require additional supports to make academic progress. District data clearly shows that English Learners, Students with Disabilities, and economically disadvantaged students do not succeed academically at the same rate as their peers. This is evident in MCAS test results, graduation and drop-out rates, and rate of absenteeism.

In addition, students at the primary levels (Prek-6) have presented with greater dysregulated behavioral patterns as compared to the secondary level students.

Our focus is to provide additional targeted, therapeutic support services to our students at the elementary and middle school levels.

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

## Focus Area 1: Increased personnel and services to support holistic student needs (C and/or D)

For the past three years, the District Improvement Plan became the road map to develop internal capacity to support all learners. In 2019, the District developed the MTSS Framework, which focuses on tiers of support in the areas of academics, behavioral health, and attendance. As a result, programs and services were gradually developed at each District school to support our most vulnerable student population. In order to address the continued need for additional support, the District has developed the following:

1. Partnership with Wayside Family Resource Center. This partnership will provide one licensed clinician who will provide individual and small group counseling in targeted schools. The clinician will also provide parent support workshops in the evening (i.e. Managing Holiday Anxiety, Growth Mindset, Anxious Parents/Anxious Kids, Managing Youth Test Anxiety and Help with Structuring Your Child's Summer). Through the zero-based budget process, the District will incorporate funding for this position in the coming years.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Licensed Clinician** | **39,870** | **Other Teaching Services** |

Focus Area 2: Increased personnel and services to support holistic student needs (C and/or D)

Additional School Psychologist. The demands for interventions and supports for students and families at the middle school grew exponentially in the past three years. The District was fortunate to participate in the DESE-sponsored S3 Academy and, as a result, we developed a plan outlining the school's process to review student data, and an effective data collection system to illustrate concerns about attendance and social emotional needs. This process also reviewed the inadequate level of support personnel to support satisfactory student supports. Adding a School Psychologist to the middle school allows the school to meet with students individually and in groups and also provides a greater level of outreach to families.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **School Psychologist** | **39,870** | **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
* High School Completion: Annual dropout rate
* Additional Indicators: Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
* Custom District Metric 1: Annual Student Survey
* Custom District Metric 2: Metrowest Adolescent Health Survey (bi-annual) Custom District Metric 3: SEL Screening Tool data

**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 Hudson Public Schools is committed to provide high levels of support for all families, including families that need language assistance or wraparound supports to navigate the day-to-day routines. Our priority is to engage families as much as possible in the life of the student. We believe that, when families are engaged, the whole child prospect improves. We historically have had strong Home and School Associations, driven by parents, to support our schools. However, the student demographics have changed in recent years necessitating greater and more targeted outreach to families, particularly those of English Learners. Although the Hudson school district has seen a steady decline in enrollment, the EL population has steadily increased in the past 7 years.

In addition to the formation of an ELPAC, last year we launched workshops for EL parents based on the Padres Comprometidos model in both, Spanish and Portuguese. The District also employs full-time, parent liaisons for the Spanish speaking and Portuguese speaking families.

The additional personnel, one licensed clinician and one school psychologist, will enable the expansion of the outreach to families in support of our most at-risk student population.

**Certifications**

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

* SEPAC
* ELPAC
* District Leadership Team
* S3 Academy Team
* Hudson School Health and Safety Advisory Council
* School Committee

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

Date of Approval: 01/12/2021