Student Opportunity Act Plan

Hull

# 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
* 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.*

Students with disabilities and high needs students subgroups were selected because the Hull Public Schools as noted in our 2019 - 2022 strategic plan are committed to ensuring all students achieve in school and are prepared for reaching their goals after graduation. In order to close the achievement and opportunity gaps for these subgroups, it is necessary to provide additional and targeted social emotional supports to these subgroups during the school day as well as carry over services into the home for families.

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

The Hull Public Schools has reviewed data and trends for the identified subgroups at the high school, middle school and elementary level. The District learned that at the high school level higher student engagement was present when school counselors were readily available to students and families. Therefore, adding a school counselor at the middle school and elementary level to work with teachers, students and families in our programs was important to implement as an earlier intervention.

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

An adjustment counselor will be added to the District's Team Based Learning Program which serves students in grades K to 5 and an adjustment counselor will be added to the District's Team Based Learning Program which serves students in grades 6 to 8. The adjustment counselors will work with students in their classrooms so they can model and assist students with developing appropriate coping strategies in the moment. Adjustment counselors will collaborate daily with the program team and communicate regularly with families to provide carry over into the home. Home visits, collaborating with outside providers, and assisting families with obtaining community based services is also a priority for the adjustment counselors.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Elementary Adjustment Counselor** | **55,000** | **Classroom & Specialist Teachers** |
| **2** | **Middle School Adjustment Counselor** | **55,000** | **Classroom & Specialist Teachers** |

**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 Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* Custom District Metric 1: Individual student data based work completion and use of coping strategies

**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 adjustment counselors collaborating with their program teams will have regular communication with families based on the method or combination of methods that work best for individual families. Communication may include, individual meetings with parents at school or in the home, phone calls, video chats, and emails. All interactions with families are documented and each program consults with our clinical psychologist to ensure meaningful engagement is available to all families. In addition, administrators meet with each program team to oversee the process of engaging families and the outcomes.

**Certifications**

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

Stakeholder engagement occurred at School Committee meetings and input was considered from parents and other community members. At the high school, middle school, and elementary school, a presentation on the Student Opportunity Act was given and there was time for input from educators. In addition, school council members were given input.

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

Date of Approval: 12/14/2020