Student Opportunity Act Plan

South Hadley

# 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
* Asian students
* Hispanic or Latinx students
* Multi-Race, Non-Hispanic/Non-Latinx students
* American Indian or Alaskan Native students
* Native Hawaiian or Pacific Islander students
* White students

*The rationale for selecting these student subgroups.*

Our SOA funds are allocated for ESL teachers and district SACs. We wanted to focus on increasing student achievement for English Language Learners, as well as meeting the social- emotional needs of our most vulnerable population.

**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)

Our student demographic has changed over the past several years, and increased mental health supports are necessary. We have many school choice students who come with traumatic backgrounds and cannot access academics without appropriate adjustment counseling.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **3.0 FTE district wide School Adjustment Counselor positions** | **188,806** | **Guidance and Psychological** |

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

We would like to enhance district wide core instruction by supporting the salaries of 3.6 ESL teachers to support our increased enrollment of ELL students.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **3.6 FTE ESL teacher salaries** | **265,168** | **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 Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* High School Completion: Annual dropout rate
* 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).

**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.*

We have added Google translate to our district website in order for ELL families to access all vital information. Our guidance and school adjustment counselors have been reaching out to connect with families. We will be providing district professional development on cultural proficiency to help educate teachers and staff on how best to engage families.

**Certifications**

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

Discussions were brought forth to all school councils. The Superintendent presented the School Committee with proposals, and School Committee decided where funds should be allocated.

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

Date of Approval: 03/02/2020