Student Opportunity Act Plan

 Hopkinton

# 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)

*The rationale for selecting these student subgroups.*

The Hopkinton Public Schools is a district of changing demographics.

LOW INCOME

For example, according to DESE statistics, in the 2013-2014 school year, 2.4% of Hopkinton's 3,461 students were identified as low income; in just six years' time, in the 2019-2020 school year, Hopkinton's student population had grown to 3,862, with 5.4% of the population identifying as low income.

ENGLISH LEARNERS

Likewise, in 2013, only 1.2% of Hopkinton's school aged children were identified as English learners; today, 6.2% of our students are English learners with 13.4% of the students having a first language other than English.

SPECIAL EDUCATION

Finally, although the percentage of students who have special needs in Hopkinton has consistently been in a range from about 12.5% to 13.5%, Hopkinton prides itself on the services we offer these students, and it is our ongoing mission to close the gap between our general education students and our special education students.

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

Our three elementary schools, Marathon, Elmwood, and Hopkins, keep data on student performance. Any student identified with a perceived need, be it a reading or math deficit, a diagnosed disability, an English language acquisition need, low MCAS scores, and the like, are monitored for growth. As. result of this data, the three groups chosen are those who fall into the category of High Needs: Students with Disabilities (SWD), Students who are English Language Learners (ELLs), and Students who are economically disadvantaged.

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

The Hopkinton Public Schools will continue to grow its reading programs in the Marathon and Elmwood Schools. To ensure students have a strong foundation in phonics and phonemic awareness, teachers will implement with fidelity the Fundations Program. In grades K-2, Lexia is used, partly as a foundational reading instruction tool, but additional time is granted for children who need remediation. Finally, Fountas and Pinnell products are used to conduct guided reading instruction with Lexia as a support for students who are reading below grade level. Interactive read alouds are also part of elementary curricula.

Because not all students will respond to these reading curricula and interventions, the Hopkinton Public Schools has done the following:

* -Implemented Dyslexia screening for all kindergarten students
* -Trained additional teachers in Wilson Reading, Orton Gillingham, Lindamood Bell Lips

Money from the Student Opportunity Act will be used for increased professional learning for all elementary teachers. Insurance that teachers are using guided reading instruction and Fundations with fidelity and with efficacy is critical to our students' success. Further, we will use SOA money to purchase the Fountas & Pinnell classroom kits.

Professional learning is a key aspect of implementing evidence-based early literacy practices. Both school leaders and teachers benefit from training on the implementation of high-quality curricular materials, including in-depth initial training and ongoing implementation support. PreK-3 teachers also benefit from training on early reading content pedagogy in order to understand and respond to individual student literacy needs. This training is particularly impactful when a high-quality, evidence-based curriculum is in place.

$45,000

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Fundations (Training and Retraining)** | **5,000** | **Professional Development** |
| **2** | **Lexia** | **10,000** | **Instructional Materials, Equipment, and Technology** |
| **3** | **Fountas and Pinnell** | **25,000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **STAR Reading (Dyslexia screening and progress monitoring)** | **5,000** | **Instructional Materials, Equipment, and Technology** |

***Focus Area 2:*** Inclusion/co-teaching for students with disabilities and English learners (D and/or E)

After an analysis of special education programming in grades K-3, across two elementary schools, Marathon and Elmwood, the District has come to recognize that improved specially designed instruction for students with disabilities is necessary. In grades K-3, we have used a mixture of pull-out services, co-teaching for partial day, and full-day co-teaching. A recent program analysis, paid to a consulting firm, indicates that students with disabilities in the K-3 classroom would benefit from (1) a restructuring of service delivery and (2) professional learning for teachers in specially designed instruction.

The Hopkinton Public Schools has secured a consultant to begin that work in the Hopkinton Public Schools for the 2020-2021 school year.

$30,000

Finally, now that the number of English Learners in our district is projected to be nearly 250 students, the district is planning to hire a Director of English Language Learning, an administrative position, whose duties will include but are not limited to: (1) conducting professional development for the nine classroom teachers in the ELL Department; (2) conducting evaluations of those same teachers; (3)

ensuring compliance in all ELL testing; (4) using testing data to drive instructional change.

$100,000

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Simone Consulting for Specially Designed Instruction** | **30,000** | **Professional Development** |
| **2** | **Hiring an Administrator to run our English Learner Program** | **100,000** | **Administration** |

**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)
* Custom District Metric 1: BAS Data
* Custom District Metric 2: LLI Data
* Custom District Metric 3: STAR reading data
* Custom District Metric 4: WIDA 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.*

We regularly reach out to families, especially to families who have students who struggle. Reports of student progress come in forms that go beyond traditional report cards. Personalized progress reports, phone calls, parent-teacher meetings, WIDA mailings, MCAS mailings, are used as common practice.

Further, we have an active SEPAC and have hired for this year an administrator to run our English learning program, who will establish Hopkinton's ELPAC.

**Certifications**

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

We presented our SOA materials at several school committee meetings. We also sent email each time that happened.

Finally we had a public forum to share Hopkinton's plan for its SOA gap-closing measures.

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

Date of Approval: 06/04/2020