

Hanover Public Schools

Student Opportunity Plan: SY 2021-2023

Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

Hanover Public Schools has created a Strategic Plan, as well as Individual School Improvement Plans, which outline the development of a system-wide environment wherein exceptional instruction and student achievement are at the core of our work, and realized through collaborative action. We have developed programs and initiatives to improve student performance using analytics to strategically inform instruction, curriculum, and experiences at each level. Even with new initiatives and student success, not all student groups have experienced the same level of proficiency. Based on district data our Special Education, English Learners, and Economically Disadvantaged students are not achieving proficiency on MCAS and benchmark assessments. 2019 MCAS ELA grades 3-8 aggregate data shows 62% of students in the meeting and exceeding category. Whereas only 22% of our Special Education cohort, 31% English Learner, and 45% Economically Disadvantaged met or exceeded expectations. Grade 10 percentages are as follows: 71% Aggregate, 28% Special Education, and 27% Economically Disadvantaged, meeting or exceeding expectations. This performance has been recognized as a trend over time. We are committed to closing achievement and opportunity gaps for these student subgroups. This work will need to involve our entire community.

Commitment 2: Using Evidence-Based Programs to Close Gaps

What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

Hanover Public Schools is working on a new initiative which focuses specifically on the area of reading, called *READ2700*. The vision for this work is to collectively strengthen our capacity as teachers and learners to ensure that all 2,700 of our students reach their potential as readers using research-based instructional practices and resources that support the learning needs of all students. This work has been identified as our top academic priority for the next three years based on teacher and parent feedback, data trends, and a comprehensive needs assessment conducted by outside literacy experts. This initiative will focus on the adoption and strengthening

of strategies to meet the needs of all students. In addition to the improvement strategies outlined in our district-wide plans, we intend to continue and deepen our work on two important initiatives already underway. The town, school committee, and special education parent advisory council (SEPAC) has been involved and will continue to be part of the work moving forward. Both initiatives will ultimately promote an increase in performance on district based and MCAS assessments.

1. Enhanced Core Instruction

As part of our planning an analysis of district data (benchmark and summative) in grades K through 8, along with an independent program review was conducted. Both the data and outside needs assessment identified reading, specifically foundational skills as a weakness. As part of our READ2700 plan we have focused on curriculum, valid assessments, and providing personalized mentoring and differentiated support for all teachers. We have invested in partnerships with the Landmark School, The Teaching and Learning Alliance (TLA), the hiring of experienced well-trained reading teachers, training, certification, and advancement of our own faculty. Professional development conducted by both in house experts and outside consultants is the cornerstone of our approach. This professional development includes curricular alignment and development, instructional approach, and collaboration as we continue to grow and support educator-led professional development workshops.

FY21 budget item	Amount	Foundation Category
Teaching Learning Alliance	\$30,000	Professional Development
Evidence-based program identified by DESE:		Enhanced Core Instruction
SOA program categories:		<p>Research-based early literacy programs in pre-kindergarten and early elementary grades (E-increased or improved professional development)</p> <p>Supporting educators to implement high quality, aligned curriculum (E-increased or improved professional development)</p>

2. Targeted Student Supports

Our work and newly developed comprehensive assessment plan and schedule is the foundation for an enhanced model for a multi-tiered system of support (MTSS). We have provided training on the tiered model, data informed planning, and an updated Student Intervention Team process. Our work moving forward will be to support and grow a structure of a successful co-teaching model and establish equal roles and responsibilities for all involved. In addition to in-house professional development, our work with the Landmark School is specifically focusing on students with language based disabilities both in and out of the classroom and professional development experiences that will support classroom, special education teachers, and paraprofessionals.

FY21 budget item	Amount	Foundation Category
Landmark	\$30,000	Professional Development
Evidence-based program identified by DESE:		Targeted Student Supports
SOA program categories:		Inclusion/co-teaching for students with disabilities and Englishlearners (E-increased or improved professional development)

Commitment 3: Monitoring Success with Outcome Metrics and Targets

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own. *(Please note that targets will be added to this section once SY 2020 data is released this fall.)*

DESE outcome metrics:

1. Student Achievement: ELA MCAS
2. Student Growth Percentile: ELA MCAS

Custom district metrics:

3. District Dynamic Indicators of Basic Early Literacy Skills (DIBELS) Scores.
Growth metric will be based on an increase of proficiency in percentile ranks by the University of Oregon

Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their students' needs?

The Hanover Public Schools has worked to build and strengthen family and community engagement over the years including family nights, website and social media enhancements, podcasts, and surveys. We have active parent organizations and our parent groups have been involved in the rollout of this initiative. We invest much time and creativity to vary the options and ways families can contribute and participate, understanding everyone has different responsibilities and obligations within each household. SEPAC has created a Literacy Working Group and meets with the administration and school committee regularly. Several events including a Literacy Night Roundtable with parents, administrators, and reading specialists have been very successful this year. Our plan moving forward would be to continue and expand this open dialogue. Participation will be tracked to ensure growth, success, and sustainability. This partnership is critical to improving our learning outcomes and the overall success of our initiative.

Certifications:

By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act. Please summarize your stakeholder engagement process, including specific groups that were engaged:

Hanover Public Schools engaged many stakeholders in the development of our literacy plan. We worked with teachers at each grade level, administrators, outside consultants, parents, school councils, SEPAC, and school committee to develop our Student Opportunity Act (SOA) plan. During the month of April, each school discussed the SOA plan with their school council and the feedback was shared and included in this final version. It was also presented to SEPAC leadership on April 29th, the SEPAC Board on May 15th, and the Hanover School Committee on May 20, 2020. Feedback included support of the overall initiative and targeted cohorts, metrics to demonstrate improvement, and ensuring our professional development focused on the needs of all students.

By checking here, I certify that our district's School Committee voted on our Student Opportunity Plan.

- **Date of vote: 6/17/20** **Outcome of vote:**