

Section 1: Summarize your district's plan

South Middlesex Regional Vocational Technical (0829) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

The analysis of the multiple data sources for the English Learner (EL) and Former EL subgroup reveals a nuanced picture of their progress towards improvement targets. Across multiple indicators encompassing academic achievement, growth, high school completion, English language proficiency, and additional metrics, the subgroup demonstrated a notable commitment to advancement.

In terms of overall accountability data, specifically academic achievement, the EL and Former EL subgroup attained 40.0% of the possible points. There exists a potential for further enhancement. The growth dimension also portrays an avenue for improvement, with the subgroup achieving 20.0% of the potential points. Similarly, in the realm of high school completion, the subgroup achieved 20.0% of possible points, suggesting areas for targeted interventions to bolster graduation rates and mitigate dropout risks.

Significantly, the subgroup showcased commendable progress towards attaining English language proficiency, securing 10.0% of the available points. This underscores the importance of language support programs and tailored instructional strategies tailored to the diverse needs of English learners and former English learners.

Moreover, the subgroup exhibited resilience in addressing additional indicators such as chronic absenteeism and advanced coursework completion, capturing 10.0% of possible points. This underscores the holistic approach required to ensure the academic success and well-being of EL and Former EL students.

While the EL and Former EL subgroup made substantial strides towards improvement targets in 2023, the data also highlights areas ripe for focused interventions and support. Continued dedication to fostering academic growth, enhancing language proficiency, and bolstering high school completion rates will be pivotal in ensuring equitable educational outcomes for this demographic. By leveraging targeted interventions and evidence-based practices, educational stakeholders can effectively support the diverse needs of EL and Former EL students, fostering an inclusive learning environment conducive to their academic and personal success.

Analysis of EL and Former EL Data:

1. English Language Arts (ELA) Achievement:

- In 2023, the EL and Former EL subgroup achieved a composite scaled score of 483.1, indicating a slight decrease from the previous year (483.5 in 2022).
- Despite the decline, the group's performance remained below the target set for 2023 (486.4).
- This subgroup earned 1 out of 4 possible points, contributing to the overall achievement total of 40.0%.

2. Mathematics Achievement:

- The subgroup showed improvement in mathematics achievement, with a composite scaled score of 483.4 in 2023 compared to 481.6 in 2022.
- Although the score increased, it still fell short of the 2023 target of 486.7.
- The subgroup earned 2 out of 4 possible points, contributing to the overall achievement total of 40.0%.

3. Science Achievement:

- Similar to mathematics, the EL and Former EL subgroup demonstrated improvement in science achievement, with a composite scaled score of 486.0 in 2023 compared to 482.3 in 2022.
- However, the subgroup's performance remained slightly below the 2023 target of 486.6.
- The subgroup earned 2 out of 4 possible points, contributing to the overall achievement total of 40.0%.

4. ELA Growth and Mathematics Growth:

- In terms of growth, the subgroup exhibited typical growth rates in both ELA and mathematics, with mean Student Growth Percentiles (SGPs) of 56.7 and 46.0, respectively.
- Despite typical growth, the mathematics growth score earned 2 out of 8 possible points, contributing to the overall growth total of 20.0%.

5. High School Completion:

- Notably, the subgroup surpassed the target for the four-year cohort graduation rate, achieving a rate of 86.8% compared to the target of 77.9%.
- This exceptional performance earned the subgroup 4 out of 8 possible points, contributing to the overall completion total of 20.0%.

6. Progress Toward Attaining English Language Proficiency:

- The subgroup exceeded the target for progress toward attaining English language proficiency, with a rate of 28.8% compared to the target of 14.5%.
- This achievement earned the subgroup 4 out of 4 possible points, contributing to the overall proficiency total of 10.0%.

7. Additional Indicators:

- The subgroup showed improvement in chronic absenteeism, declining from 43.0% in 2022 to 28.0% in 2023, exceeding the target of 38.8%.
- This improvement earned the subgroup 4 out of 8 possible points, contributing to the overall additional indicators total of 10.0%.

Keefe Technical School's targeted focus areas revolve around addressing the proficiency gaps experienced by English Language Learners (ELL) in various subjects such as English Language Arts (ELA), Mathematics, and Science/Technology/Engineering. Specifically, we aim to accelerate improvement for ELL

students, especially those from subgroups facing additional challenges, such as students with disabilities and those from low-income households.

To achieve this, we have selected Evidence-Based Programs (EBPs) that align with our goals:

1. Implementing a Multi-Tiered System of Support (MTSS): We will implement a comprehensive MTSS that supports the academic, social, emotional, and behavioral development of all learners. This includes culturally sustaining and universally designed tiered support across all domains to ensure equitable student opportunities.
2. Selecting and Implementing High-Quality Instructional Materials: We will carefully select and skillfully implement instructional materials that support culturally and linguistically sustaining practices. This involves engaging teachers in professional development directly linked to the curriculum and establishing processes for ongoing monitoring of curriculum effectiveness.
3. Using MTSS to Implement Academic Supports and Interventions: We will use the MTSS process to provide academic support and interventions that offer equitable access to deeper learning for all students, focusing on students with disabilities and multilingual learners. This includes effectively using the WIDA framework to train staff in providing appropriate scaffolds and support for multilingual learners.

Overall, while the EL and Former EL subgroup demonstrated progress in various areas such as high school completion and English language proficiency, there are still areas, particularly academic achievement in ELA and mathematics, where further improvement is needed to meet or exceed targets. Efforts to address these areas should be complemented by continued support and targeted interventions tailored to the specific needs of EL and Former EL students. Through these evidence-based approaches, we plan to make significant investments in improving the learning experiences and outcomes for our targeted student groups. By implementing these programs, we anticipate positive changes in our district, including increased academic proficiency among ELL students, narrowed proficiency gaps, and enhanced support systems to address the diverse needs of our student population. This plan reflects our commitment to ensuring that all students have access to high-quality education and equitable opportunities for success.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

A review of Accountability and MCAS data, specific to EL and Former EL, from 2021-2023 reveals the following: In 2023, English Learners (EL) and Former English Learners (Former EL) at Grade 10 demonstrated notable academic achievements in English Language Arts (ELA), Mathematics, and Science/Technology/Engineering. Their performance, with a higher percentage of "meeting expectations" in ELA (57% compared to the state average of 43%), showcased commendable proficiency. However, there are areas for improvement, particularly in addressing disparities with other subgroups, such as economically disadvantaged students as well as students with disabilities. Data analysis considers shifting enrollments, demographic factors, and ongoing interruptions to student learning.

ACCESS testing analysis from 2022 and 2023 revealed several key insights. The number of students tested increased from 127 in 2022 to 132 in 2023. Both years show high participation rates, slightly increasing from 98% to 99%. The average overall composite level, a measure of academic performance, improved from 3.1 in 2022 to 3.3 in 2023. This suggests an overall positive trend in English language proficiency among the tested students. The proficiency levels in oral, literacy, comprehension, and overall categories vary across the two years, indicating potential areas of strength or improvement in language skills. The proficiency levels in oral, literacy, comprehension, and overall categories are categorized into different levels (1 - Entering, 2 - Emerging, 3 - Developing, 4 - Expanding, 5 - Bridging, 6 - Reaching). There is an apparent improvement in proficiency levels from 2022 to 2023, with higher percentages in the higher

proficiency categories. For example, there is an increase in the percentage of students in the "Developing" and "Expanding" levels and a decrease in the lower proficiency levels. The data shows oral, literacy, and comprehension proficiency levels. Some students may excel in one domain more than others, and this detailed information can be valuable for targeted intervention and improvement strategies. The average years that students have spent in Massachusetts decreased slightly from 5.8 in 2022 to 5.7 in 2023. This information may be relevant in understanding the context and potential impact on language acquisition.

*** What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?**

Our data analysis suggests the following focused EBP interventions:

1. Comprehensive Tiered Supports:

Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed

2. Supporting Curriculum Implementation:

Engage teachers in professional development linked directly to the curriculum and set up a process to regularly monitor the effectiveness of curriculum implementation

3. Effective Use of WIDA Framework:

Train all staff to effectively employ the WIDA framework so they can provide effective scaffolds and supports for multilingual learners

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

English learners Clear

Search...

[Select All](#)/[Deselect All](#)

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

<input type="checkbox"/> Asian
<input type="checkbox"/> Hispanic or Latino
<input type="checkbox"/> Multi-Race, non-Hispanic or Latino
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. *The composition of your district's "Lowest Performing Students" group can be accessed via the [security portal](#).*

* **Please confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.**

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Yes, we commit to adopting the three-year improvement targets set by DESE for the "Lowest Performing Students" group as the focal points for our district's SOA plan enhancement objectives (ELL students).

Lowest performing targets provided by DESE, below:

ELA 476.2 % to 481.3%

Section 4: Engage Families/Caregivers and other Stakeholders

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented.** *A brief narrative and/or a bulleted list are acceptable.*

We incorporated diverse stakeholder input into our three-year SOA Plan through various internal and external channels. We actively sought feedback internally from educators through the departmental professional development model by sharing data on student group disparities and discussing essential support measures. Additional feedback was sought at the following: ELPAC, SEPAC, School Council, SOA Family Feedback Form in our District-Wide Bi-monthly newsletter, Bronco Bulletin, District-Wide Family Engagement/Equity Survey, CTE Advisory Board (meets triannual).

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years?** *A brief narrative and/or a bulleted list are acceptable.*

To gather feedback on the effectiveness of our interventions, we will continue to utilize Google Forms. These forms have been designed to capture both quantitative data, such as ratings of satisfaction or frequency of participation, and qualitative insights, such as suggestions for improvement or testimonials about the impact of the initiatives.

*** Describe the ways in which you engaged different stakeholder groups in the development of your three-year SOA Plan. How have you integrated the perspectives of those groups into the three-year plan? How will you continue to engage stakeholders throughout the implementation of your plan? A brief narrative and/or a bulleted list are acceptable.**

We incorporated diverse stakeholder input into our three-year SOA Plan through various internal and external channels. As was previously mentioned, we actively sought feedback from educators through departmental professional development by sharing data on student group disparities and discussing essential support measures. The SOA was shared as a topic/agenda item for ELPAC, SEPAC, School Council, SOA Family Feedback Form (District-Wide Bi-monthly newsletter, District-Wide Family Engagement/Equity Survey, CTE Advisory Board (meets triannual). We will make the SOA a regularly occurring agenda item for both internal and external groups to provide feedback on for the coming years.

*** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

*** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

04/01/2024 

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- EBP 1.1A Integrated Services for Student Wellbeing
- EBP 1.1B Enhanced Support for SEL and Mental Health
- EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Keefe Technical School employs a strong Evidence-Based Practices (EBP) framework through a Multi-Tiered System of Support (MTSS), using a collaborative Student Intervention Team (SIT) process. Building administrators, BRYT staff, nurses, counselors, special education professionals, and teacher representatives meet weekly to proactively address student concerns in behavioral, social, emotional, academic, attendance, and discipline areas.

The SIT process thoroughly reviews each referred student case, with active stakeholder involvement. The team discusses tailored interventions, referrals, or actions to address specific student needs, ensuring a comprehensive and coordinated effort to address diverse challenges. This includes students on IEPs, 504s, DCAPs, and English Language Learners.

To strengthen our support framework, we will continue to implement specific tiered interventions to refine and expand our MTSS and SIT processes. This includes providing ongoing professional development training sessions to equip our staff with the necessary tools and knowledge to implement effective interventions tailored to the specific needs of our targeted student groups. Additionally, we recognize the importance of collaboration beyond our school walls. Thus, we will continue to partner with external clinician experts to ensure a holistic and integrated approach to student support.

Additionally, the district aims to continue and strengthen connections with preexisting community resources like McLean Hospital, Advocates, Wayside Youth and Family Services, TAP, Mass Rehab, Riverside Community Care, DDS, and Tempo. We recognized the importance of creating and sustaining an integrated network beyond the school environment.

The district aims to enhance the existing system by June 2027, focusing on refining MTSS and SIT processes. The commitment to a data-driven, collaborative, and student-centered approach remains a top priority for ensuring the success and well-being of every student.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

District-Wide Salaries (Guidance and Psychological Services, BRYT)-\$347,000 per year
District-Wide Instructional Materials, Equipment & Technology-\$20,000 per year
District-Wide Professional Development -\$6,000 per year

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Professional Development, Instructional Materials, Equip., and Tech. (+1 other)

Clear

Search...

[Select All](#)/[Deselect All](#)

- Administration
- Instruction Leadership
- Classroom & Specialist Teachers
- Other Teaching Services
- Professional Development**
- Instructional Materials, Equip., and Tech.**
- Guidance and Psychological**
- Pupil Services
- Operations and Maintenance
- Employee Benefits/Fixed Charges
- SPED Tuition

*** What metrics will your district use to monitor progress in this EBP?**

We will use the following metrics to monitor progress:

1. Referral and Intervention Data:

Tracking the number and types of referrals made by teachers and counselors.
Monitoring the implementation of tiered interventions and their outcomes.

2. Student Outcome Measures:

Academic performance indicators, including grades and standardized test scores, MCAS, ACCESS, etc.
Behavioral improvements are measured through disciplinary records and behavior assessments.

3. Attendance Rates:

Monitoring student attendance patterns to identify improvements or concerns.

4. Community Resource Utilization:

Tracking the utilization and effectiveness of community resources, such as partnerships with McLean Hospital, Tempo, etc.

5. Professional Development Participation:

Monitoring stakeholders' participation and engagement levels in ongoing professional development related to EBP methodologies.

6. Graduation Rates:

Tracking the graduation rates of students involved in the intervention process.

7. Surveys:

Administering surveys to students, teachers, and parents to gather qualitative data on well-being, satisfaction, and perceived support effectiveness.

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

EBP 1.3A Diverse Approaches to Meaningful Communication

EBP 1.3B Students and Families as Valued Partners

FOCUS AREA 2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

EBP 2.1A Inclusive Curriculum Adoption Process

EBP 2.1B Supporting Curriculum Implementation

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Keefe Technical School is committed to employing Evidence-Based Practices (EBP) to enhance our High-Quality Instructional Materials (HQIM) curriculum. Currently, we prioritize the selection of instructional materials that align with local, state, and national standards for both academics and career and technical education. Our emphasis on ongoing professional development directly linked to the curriculum ensures that our teachers are equipped to effectively utilize these materials, fostering an inclusive learning environment where all students can thrive.

As part of our current practices, we have established a systematic monitoring process that involves regular assessments to evaluate the effectiveness of our curriculum. However, looking ahead to June 2027, we anticipate refining and enhancing our approach to better meet the evolving needs of our student body.

By the conclusion of our implementation plan, we envision several advancements in our EBP related to HQIM curriculum:

1. Refined Curriculum Alignment: We will conduct a thorough review of local, state, and national standards to ensure that our instructional materials remain aligned with evolving educational requirements.
2. Curriculum Bias Assessment Review: Our monitoring process will include a comprehensive assessment aimed at identifying and addressing potential biases in instructional materials. This will ensure fairness and equity in our curriculum, benefiting all students, particularly those from diverse backgrounds.
3. Expanded Professional Development: We will continue to offer ongoing professional development opportunities for our teachers, with a focus on enhancing their ability to effectively implement the curriculum and address the diverse learning needs of our student population.

Implementing these enhancements will allow us to anticipate improvements in learning experiences and outcomes for our targeted student groups, including English Language Learners (ELL). Our refined curriculum alignment and bias mitigation efforts will ensure that instructional materials are more culturally responsive and relevant to our students' diverse needs. Our expanded professional development initiatives will empower teachers to employ effective teaching strategies that cater to the unique challenges faced by our targeted student groups.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

District-Wide Salaries Instructional leadership- \$260,000 per year
District-Wide Instructional Materials, Equipment & Technology-\$300,000 per year
District-Wide Professional Development-\$50,000 per year

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

Instruction Leadership, Professional Development, Instructional Materials, Equip., and Tech.

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

*** What metrics will your district use to monitor progress in this EBP?**

We prioritize selecting and implementing HQIMs that meet local, state, and national curriculum standards and actively support culturally and linguistically sustaining practices, fostering deeper learning experiences for our diverse student population. We also encourage and support ongoing professional development opportunities for our teachers, which are directly linked to the curriculum. Lastly, we envision further refinement and enhancement of our practices, anticipating the conclusion of the plan's implementation by June 2027.

To measure our progress, we will utilize the following metrics:

1. HQIM Curriculum Alignment Metrics:

Regular assessments of how well instructional materials align with local, state, and national curriculum standards.

2. Professional Development Participation Rates:

Monitoring teachers' participation and engagement levels in ongoing professional development linked to the curriculum

3. Student Achievement Data:

Tracking academic performance indicators, including grades and standardized test scores (MCAS, ACCESS, SGP, etc).

4. Diversity and Inclusion Metrics:

Assessing the inclusivity and cultural responsiveness of instructional materials through regular evaluations.

5. Bias Review Metrics:

Regular reviews to identify and address potential biases within instructional materials.

EBP 2.1C Comprehensive Approach to Early Literacy+

EBP 2.1D Early Literacy Screening and Support+

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

EBP 2.2A Effective Use of WIDA Framework

*** Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

Keefe Technical School is committed to actively implementing Evidence-Based Practices (EBP) to enhance learning outcomes, particularly for our English Language Learners (ELL) and other targeted student groups. Currently, district-wide training of WIDA frameworks is a regular feature during ongoing in-house professional development sessions, ensuring that our educators are well-equipped to effectively support multilingual learners.

In addition to this, our ELL department actively participates in a collaborative teaching model across other academic and career and technical education (CTE) areas. This model aims to provide further support to ELL students by integrating language support within various subject areas. However, looking ahead to the conclusion of our implementation plan by June 2027, we anticipate expanding and refining these efforts even further. Our future plans include:

1. Integration of Collaborative Teaching Models: We plan to integrate evidence-based collaborative teaching models more extensively across all academic and CTE areas. This will involve fostering collaboration among teachers to embed language support within the curriculum, thereby providing more targeted assistance to ELL students.
2. Expansion of Academic Support Initiatives: We will increase our focus on targeted academic support and acceleration initiatives to address achievement gaps. This will include the implementation of after-school academic support/tutoring programs and acceleration academies focused on key subjects such as ELA, Math, and Science/Technology.
3. Professional Development Expansion: We will continue to invest in professional development opportunities for our staff, with a specific focus on enhancing their ability to implement evidence-based practices effectively. This will ensure that our educators have the necessary tools and skills to support the diverse learning needs of our students.

By refining and expanding these efforts, we aim to improve the academic performance of our targeted student groups by June 2027. Specifically, we anticipate that these initiatives will lead to greater academic proficiency among ELL students, narrow proficiency gaps, and provide equitable access to deeper learning opportunities for all students.

*** Which schools will be impacted by these efforts (answer can be district-wide)?**

District-wide

\$ * **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

*** Describe the anticipated allocation of funds to this EBP in more detail.**

District-Wide Salaries Classroom and Specialist Teachers-\$248,625 per year
District-Wide Professional Development-\$5,000 per year
District-Wide Instructional Materials, Equipment and Technology-\$10,000 per year

*** Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?**

[Select All](#)/[Deselect All](#) Administration Instruction Leadership **Classroom & Specialist Teachers** Other Teaching Services **Professional Development** **Instructional Materials, Equip., and Tech.** Guidance and Psychological Pupil Services Operations and Maintenance Employee Benefits/Fixed Charges SPED Tuition Other*** What metrics will your district use to monitor progress in this EBP?**

Keefe Technical School will employ a comprehensive set of metrics to diligently monitor progress on the Evidence-Based Practices (EBP) outlined. These metrics include:

1. HQIM (High-Quality Instructional Materials) Evaluation:

Regular assessment of the alignment and effectiveness of instructional materials with High-Quality Instructional Material standards.

2. WIDA Standards Implementation:

Periodic evaluations to measure the consistent and effective integration of WIDA standards into teaching practices.

3. Classroom Walkthrough Data:

Ongoing analysis of classroom walkthrough data to assess the application of evidence-based practices in daily instruction, ensuring alignment with established standards.

4. BRYT Tiered Intervention Data:

Systematic monitoring of BRYT tiered intervention data to gauge the impact and effectiveness of interventions for students facing transitional challenges.

5. MCAS (Massachusetts Comprehensive Assessment System) ELA, Math, Science Data:
Regularly analyze MCAS data in ELA, Math, and Science to measure academic progress and identify areas for improvement.

6. ACCESS Data:
Routinely examine ACCESS data to evaluate English Language Learner (ELL) students' language proficiency and growth over time.

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

EBP 2.2D Targeted Academic Support and Acceleration +

FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

EBP 2.3A Authentic Postsecondary Planning

EBP 2.3B High-Quality Pathways and Programs +

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

EBP 2.4A Expanded Access to Pre-Kindergarten +

EBP 2.4B Extended Learning Time

EBP 2.4C Effective Programming for Multilingual Learners

EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

EBP 3.1A Intentional Hiring Systems

EBP 3.1B Enhanced Pathways to Increase Diversity +

EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative

pathways

- EBP 3.2A Inclusive School Communities
- EBP 3.2B Retention Support Programs
- EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

- EBP 3.3A Resource Allocation Aligned to Student Success
- EBP 3.3B Support for Effective Team Practices
- EBP 3.3C Collaborative Labor-Management Partnerships