Holbrook (0133) 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.

Holbrook Public Schools is dedicated to making every effort to develop and enhance evidence-based programs and strategies that will be implemented to address disparities in performance between student groups within our learning community, with special attention on closing existing gaps for students with disabilities as well as African American students in grades where these groups have not shown adequate growth and performance as compared with the aggregate (based on data collected through MCAS testing and internal assessments (mCLASS/DIBELS 8, IXL, *Edulastic* etc...). The following are three of the areas where we will be focusing our attention:

1. The continuation of our robust early literacy program/interventions for grades PreK-3 at the John F. Kennedy School.

2. The expansion of both our co teaching initiatives (at HMHS) as well as the expansion of our Early College/Career pathways with a focus on students in historically under-represented groups in higher education (aligned to the Massachusetts Early College designation criteria). We plan to utilize research based interventions to strengthen Tier 1 supports and to provide a co-taught model

so that students can receive services in an inclusion setting (with a special educator and a content specialist) rather than a pullout model. In addition, we plan to develop more opportunities for students to enhance college and career pathways with a focus on students who are under-represented in higher education.

3. The **expansion** of our work (already begun) at JFK to strengthen our multi-tiered systems of support (MTSS) for all grade levels with a specific focus on MTSS at the middle school (Grades 6-8) for the next three years. growing challenges (post-Covid) in our middle school have contributed to disparities in ELA and MATH on MCAS performance among students with disabilities, African American students and English Language Learners. Using data, we will look at individual students' strengths and needs in order to match them with the appropriate supports (while progress monitoring). HPS will provide tiered supports across the three domains: academic, social/emotional (Trauma-Based classrooms), and behavioral.

These yearly investments are as follows:
$139,500 (IMSE/OG, PD, training/coaching, instructional materials *Lively Letters*, reading specialist) for high level investment 1 (early literacy). $139,147 for high level investment 2 (co-teaching (UDL/MTSS/training, coaching, materials, PD/Early College/Career), and $ 95,737 (UDL/Trauma Based Classrooms/PD/training/instructional materials/action & data planning) for high level investment 3 (MTSS)

The total investment in evidence-based strategies and programs over the **next three years** will be a total of $1,123,152 (Year 1) $374,384 (*Years 2 & 3 contingent on funding)