Holbrook (0133) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

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?**

Holbrook Public Schools (HPS) is a small learning community that serves 1367 students across grades PreK-12. Our students population is 25% African American, 42% white, 6% Asian, and 18% Hispanic. In addition, 9% of our students are English Language Learners (ELLs), 22% are students with disabilities, and 44% are identified as low-income. Using the data provided in the Students Outcomes Comparison tool as well as internal data, we have created a new, three-year Student Opportunity Plan (SOA) aimed at providing students who present with the greatest needs in our district with additional tools for improving identified disparities, using evidence-based strategies and programs (i.e. all teachers trained in IMSE/*Orton Gillingham* (OT), *DIBELS* 8 etc...)

Looking at our core MCAS achievement and growth data for multiple years, we have seen our efforts in providing our elementary school (JFK) with additional supports for reading and best practices yield positive trends in growth, validating the use of the various implemented EBPs we put in place. The JFK aggregate grade levels (grades 3-5) surpassed the state's performance in all content areas: ELA, Math and (Grade 5) science with gains being made across individual subgroups. More work still needs to be done to close the disparities for the students with disabilities group-our greatest need (especially in grade 3). To that end, many of the

interventions outlined in the first SOA plan (2020-2023) will need to be continued in order to continue seeing progress/growth.

At the middle-high school, some trends that concern us involve the performance of students with disabilities, as well as students identified within our African American group.
Of specific concerns center around the performance of African American students in grades 6 and 8 in math & ELA (middle school), and for students with disabilities in grades 6-8 in ELA and math as well. There are noted issues around student engagement, rigor/expectation, and the use of consistent tiered supports (MTSS) at the middle school (as evidenced by building walk throughs, feedback from families and other data points), and we will need to expand the use of intervention tools and strategies (like those currently implemented up through grade 5), to address these disparities and concerns at HMHS. The district has also made great efforts towards implementing a co-teaching model at the middle-high school, where special educators will push into inclusion, rather than pulling small groups of students out of the regular education setting. The pairing of a special educator and a content specialist·teacher is what we believe to be the strongest model for providing students with disabilities (and arguably *all* students at these grade levels) with the best instructional practices, interventions, accommodations and supports.

Our new plan will consist of both the continuation of EBPs and strategies that are currently implemented and working (showing gains/growth), as well additional EBPs and tools that allow for for continued PD around the co teaching model, training/tools for strengthening tiered supports (MTSS) , and providing students within identified subgroups with additional evidence-based strategies to bridge gaps within math and ELA at HMHS (with a specific focus on grades 6-8).

*** 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?**

In summary, our deeper analysis revealed 3 critical areas for concentration:

1. EARLY INTERVENTION & READINESS
-Continue our full day kindergarten program as well as our robust early literacy program/interventions for grades PreK-3 at the John F. Kennedy School (including training all teachers in Orton Gillingham)

2.CO-TAUGHT INSTRUCTION & COLLEGE/CAREER PATHWAYS

-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.MIDDLE SCHOOL CHALLENGES

-The **expansion** of our work to strengthen our multi-tiered systems of support (MTSS) for all middle school grade levels with a specific focus on MTSS (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. We will implement Bulldog Academy for select middle school students to focus on students in the "lowest Performing Students" group as identified in our DESE improvement target data. In addition (*see goal 2), a co taught model will offer better instruction in all content areas (inclusion model) for students with disabilities, while also providing more supports for ELLs in the classroom (coaching/feedback will be given to teachers as we adopt this co-teaching model) *instructional coach/director of curriculum/PD.

*** 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, Students with disabilities, African American/Black, Hispanic or Latino Clear

Search...

Select All/Deselect All

- [x] **English learners**
- [x] **Students with disabilities**
- [ ] Low-income
- [x] **African American/Black**
- [ ] American Indian or Alaskan Native
- [ ] Asian
- [x] **Hispanic or Latino**

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White