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

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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.*

In the Holbrook Public Schools, thoughtful and meaningful engagement with families and caregivers is a cornerstone of our educational approach. We've incorporated many strategies to ensure the inclusion of all stakeholders within our learning community.

Key Engagement Initiatives:

-To boost family engagement in all professional learning and culture building across both schools and the district. We have a district-wide expectation that school staff and administration proactively engage with families around the specific needs of individual students.

-A variety of formal and informal engagement opportunities throughout the school year for families, and we have worked hard to remove as many barriers to participation as possible, including:
-Providing daycare for events/meetings through use of national honor society students/volunteers

Some of our offerings/anticipated offerings:
-Virtual and In-person workshops around a diverse number of topics for families within our community (drug awareness, cyberbullying, FASFA, college preparatory seminars, parent/guardian conferences, early college pathways/offerings...)
-Parent (feedback) Panel-recently held at HMHS (2/29/24)
-STEAM Nights/*Title One/ELPAC
-SEPAC (Special Education Parent Group)
-Parent Group Meetings (monthly)
-School Councils
-Open Meetings-School Community
-Hometown High School
-Bi-monthly leadership meetings
-Coffee with the principal (monthly)
-Cultural Fair
-Parent newsletters/weekly emails, Blackboard Connect (*automated call for informational purposes)

*** 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.*

Measuring Family Engagement:

-Annual district-wide family engagement survey

-Consistent district-wide system for measuring and analyzing parent attendance/participation

-*Talking Points* (will be implemented district-wide in Fall 2024 to increase family engagement with school).

*** 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.***

Holbrook Public Schools engaged stakeholders in the development of this plan in several ways including:

-Principal's Roundtable (students) To discuss school-based needs (academic, social/emotional etc...)

-School Councils input at both buildings (JFK/HMHS) these groups were given data presentations around student needs/gaps in learning across grade levels/schools/ groups

-Title One Annual Meeting/ELL surveys (surveys are used to assess progress and services to drive goal setting/identification of priorities)

Survey to Families (ESSR) * to collect input

-Coffee with principal (also attended by superintendent) to gain perspective/opinions and feedback from families

-SEPAC input

-Parents Group/Boosters

-Faculty surveys around needs PD/faculty input during PLCs, data meetings and focus groups for the DSP

-Discussion with town Administrator (Jan.) * Budget/needs/grants/student and building data shared to ensure that funding supports the goals and objectives of the district

***We recently held focus groups at the schools to provide feedback around analyzing current data/performance, identifying problems/creating a plan to address the changing needs-district-wide. As the data from stakeholders was collected by parent/community members (and included lots of input around academic needs, climate/culture concerns etc...), that feedback was also included in our SOA development (though the initial groups met to create a new multi-year strategic plan) * We worked with consultant, Ruth Gilbert Whitner on our DSP (*Planning for Success*). It was a VERY comprehensive dive into gathering and analyzing feedback from all stakeholders and we felt that there was definitely some overlap in the input we received around Strategic Planning that was also applicable to the SOA planning/development process (it has been included).**

☑ **** 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:** 03/14/2024