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

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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

*** 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.**

1.2A Effective Student Support System

The district will implement a multi-tiered system of supports (MTSS) that helps all students, especially those who were identified in section 2 (ELs, Students w/Disabilities, African American, Hispanic/Latino) progress both academically and in their social, emotional, and behavioral development. The identified EBPs will improve learning and outcomes for all students by providing more time on learning, additional supports, training, coaching and data meetigs.

Programs in Place/PD/Staff
-Culturally Responsive Classrooms-PD/Coach
-SEI strategies workshops
-Trauma-Based Classrooms-Coaching
-Universal Design for Learning-PD/peer coaching (dept. heads/Director of Curriculum)
-District-wide Student Support Teams (SST)- to provide feedback/strategies for staff to support student learning/needs
-The addition of extra time for literacy/OG (daily) *Walk to Win*
-The addition of a 26 minute Flex Block at HMHS to add time for additional intervention

By the end of the plan's implementation, this EBP will improve learning experiences and outcomes for the aggregate as well as for identified student groups (ELs, Students w/ Disabilities, African American and Hispanic/Latino groups by:

-All students will have access to tier 1 instruction
-Decreased referrals to testing/students qualifying for special education services
-More students moving towards proficiency in English (WIDA ACCESS)

-Increased numbers of students scoring in the prof. or exemplary category on MCAS testing as well as informal/internal assessments.
-Staff utilization of differentiation, scaffolding, and accommodating the core curriculum to ensure equitable access for all students.
-Implementation of evidence-based interventions to address individual students needs
-Data team and PLCs will look at data and trends/performance of all students and students groups to ensure that plans and instruction is showing growth or to revisit plans/strategies

Staffing:
-Reading Specialist (JFK)
-instructional coach at HMHS/Trainings for Department Chairs

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

(Both)
John F. Kennedy School
Holbrook Middle High School

$ 285,602.00 *** 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.**

- PD-Culturally Responsive Classrooms, OG, DIBELS, UDL $82,600
- Coaching $69,602
- Instructional Materials $62,600
- Reading Specialist (1) 70,800

Total $285,602

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

Instruction Leadership, Classroom & Specialist Teachers, Other Teaching Services (+3 others) Clear

Search...

Select All / Deselect All

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

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

-More engaged students/sheltered content observable in walkthroughs
-An increase in HQIM adoption rates
-Well developed tool kits for all staff around supporting student's needs
-An increase in MCAS SGP on Math and ELA (Increase in % of students meeting or exceeding in aggregate and sub groups),
-IXL, IMSE/OG, formative/summative assessments, parental/guardian feedback, surveys
-A decrease in chronic absenteeism rates for targeted student group/increase in grad rates

EBP 1.2B Comprehensive Tiered Supports

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.**

EBP 2.1B Supporting Curriculum Implementation

The district will support curriculum implementation through the adoption of a curriculum/curriculum review committee as well as the use of/evidence /research-based programs and materials for instruction. Peer coaching and feedback around implementation as well as walk through checklists and grade level team meetings/PLCs and PD will continue.

The identified EBP will improve learning and outcomes for all students (especially those identified in section 2-(ELs, Students w/Disabilities, African American, Hispanic/Latino)by providing all students with access to research -based materials, programs and best practices for instruction while the team monitors curriculum alignment/assess needs for additional resources/PD.

Programs that are/will be in Place/PD/Staff
-Curriculum adoption/review team
-Universal Design for Learning-PD *Teachers will receive PD in how to prepare highly qualified, engaging, standards-aligned curriculum based lesson plans
-Culturally Responsive Classrooms-PD/Coach (to increase engagement with the curriculum)
-SEI strategies workshops to help staff shelter content within the curriculum taught
-Peer coaching (for best practice implementation of curriculum)

By the end of the plan's implementation, this EBP will improve learning experiences and outcomes for the aggregate as well as for identified student groups (ELs, Students w/ Disabilities, African American and Hispanic/Latino) groups by assuring that all students have access to standards-based curriculums for all contents with appropriate supports , accommodations and differentiated opportunities embedded.

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

UFK
HMHS-instructional coach
DEI-district-wide

$ 276,519.00 *** 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.**

In The first year we hope to continue rolling out UDL and providing training for teachings around the use of data/co teaching/Tier 1.

The district is actively seeking out a way to add a DEI coordinator (* we are looking at the following models: shared model/consultant model (through the North River Collaborative)/FTE)

By year two, we'd like to have a coach position in place for peer coaching/modeling and to provide additional training in the actual classrooms. A coach position would also allow us to ensure that there is vertical alignment across grade level classrooms/to assess that curriculum is being taught properly (w/embedded strategies from PD)

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

Instruction Leadership, Classroom & Specialist Teachers, Professional Development (+3 others) Clear

Search...

Select All/Deselect All

- [ ] Administration
- [x] **Instruction Leadership**

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

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

The metrics the district will use to monitor progress in this EBP are:

-An increase in the % of students meeting or exceeding on Math, ELA and Science MCAS
-An increase in SGPs for MCAS Math and ELA
-More engaged students (walkthrough checklist/PD)
-Sheltered content observable in walkthroughs
-Culturally Responsive Materials/Resources/Content
-An increase in HQIM adoption rates
-Increased scores/growth in district-wide assessment tools: IXL, IMSE/OG, formative/summative
-Increased progress towards English language proficiency across WIDA Access testing

EBP 2.1C Comprehensive Approach to Early Literacy +

*** 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.**

We have been working to develop a comprehensive approach to our early literacy programming at the JFK School. Our program will include:

-Implementing school-based literacy teams including district-wide staff) to ensure vertical alignment
-Adopting and using (with fidelity) high-quality evidence based literacy programs (Ex. IMSE/*Lively Letters*) and materials for all core content areas in PreK-3
-Using valid assessments to identify instructional needs and to monitor progress
-Differentiating, scaffolding, and accommodating the core curriculum to ensure equitable access for all students
-Implementing evidence-based interventions to address individual students needs.
-Providing initial and ongoing PD and support to teachers, leaders, and support staff through embedded instructional coaches and external PD/consultants
-Utilization of screening assessments to drive instruction

As time progresses (by 2027) we will have these EBPs in place and will work to ensure that we select the best and most appropriate research-based/evidence based interventions, while our staff receives training on any specific programs or tools we adopt/implement. WE will also fine tune our walk through process/checklist in order to help monitor the fidelity of implementation.

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

JFK (Grades PreK-3)

$ 292,927.00 *** 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.**

FY 25 $97, 642.34 (IMSE/OG Training (yearly for new staff/refresher for trained staff), PD, (consultant) coaching, instructional materials *Lively Letters*) for high level investment (early literacy)

FY 26 $97,642.34 (IMSE/OG, PD, training/coaching, instructional materials, **reading specialist**) for high level investment (early literacy)
FY 27 $97,642.34 (IMSE/OG, PD, training/coaching, instructional materials, **reading specialist**) for high level investment (early literacy)

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

Instruction Leadership, Classroom & Specialist Teachers, Other Teaching Services (+3 others) Clear

Search...

Select All/Deselect All

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

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

The metrics we will use to monitor progress this EBP include:

Increase in % of students meeting or exceeding on grade 3 ELA MCAS scores
Increased number of students exiting the "at risk" category on our early literacy screener

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

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

*** 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.**

EBP 2.2C Collaborative Teaching Models

Programs in Place/Staff/PD:
-Co-Teaching-PD
-Common Planning Time-*Already in place at JFK and being implemented through the Flex Block at HMHS)
-By 2027 we will have aligned tiered instruction across the district so that everyone is using common language and research based resources
-By 2027 the district , which has already adopted more push in services (LRE) than pullout services will be able to ensure that all students are receiving the best instruction in content areas, while receiving appropriate supports (for students on IEPs, ELs and African American/Hispanic/Latino student groups)-especially at our middle school where pullout v. inclusion research leans to the benefits of co taught and collaborative inclusion services as opposed to pullout services
-We have already begun to implement a co-teaching model and will continue and expand the model through PD, training, coaching, common planning time etc...
*By 2027, we will need an instructional coach to help with observations, providing feedback, peer modeling, supports (for vertical alignment as well)

This EBP will support targeted student groups and improve their learning experiences and outcomes by: Helping to keep students who need additional support, or who receive specific academic services (ELs, IEPs/504s) within the regular

education/inclusion classroom with a content specialist during core instruction. The content teacher's knowledge combined with the skills of a highly qualified special educator (to provide accommodations/modifications) aa well as the increased individual support (smaller teacher/student ratio), allows for more interaction with highly qualified.

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

JFK
HMHS

$ 219,720.00 *** 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.**

Similarly to what was stated above, in the first year we hope to continue rolling out UDL and providing training for teachings around the use of data/co teaching best practices /Tier 1 instruction.

The district is actively seeking out a way to add a DEI coordinator to support student learning in the classroom as well as building/classroom culture (* we are looking at the following model: shared model/consultant model (through the North River Collaborative)/FTE)

By 2027, we'd like to have a coach position in place for peer coaching/modeling and to provide additional training in the actual classrooms. A coach position would also allow us to ensure that there is vertical alignment across all co-taught grade level classrooms/to assess that curriculum is being taught properly (w/embedded strategies from PD)a nd time for collaboration between grade level teachers

** Many of our initiatives overlap in regards to the resources, materials and training we hope to provide...

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

Instruction Leadership, Classroom & Specialist Teachers, Other Teaching Services (+3 others) Clear

Search...

Select All/Deselect All

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

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

The metric(s) we will use to monitor progress around this EBP are:

-MCAS (where applicable)
-decrease in pullout services across district (with more inclusion)
-Observations/feedback
-Surveys
-(data in mclass-looking at student outcomes/progress)

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 +

*** 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.**

2.3 B **High-Quality Pathways and Programs:**

We have already begun to create high quality pathways and programs for students at HPS as part of the college and career consortium work (grant through DESE). *9 local districts
When we first started we had only seniors taking dual credit/concurrent classes and participating in such career oriented programs as MASS Hire, Tool U and other programs. Next year, we will offer additional concurrent classes for college credit and will offer these classes and programs to juniors as well. BY 2027, we hope to be able to offer these opportunities to all high schoolers.

As part of the Early College Consortium we offer dual credit classes/concurrent classes, college fairs, trips to off campus colleges, on site acceptances, Tool-U, MA Partnerships for Youth, Mass Hire, School to Career, certification programs (small engine/seal of biliteracy). We need to continue these efforts and expand them to include *more* non traditional pathways (workforce related v. 2-4 year college)

Through our continued work, we hope to be able to build and deliver a high quality Early College program. One explicit goal will be to serve students who have been historically under represented among postsecondary degree holders in our community. Our early College program will align to the core model components outlined in the Commonwealth's designation criteria, and we will apply for the state designation (through Middlesex Community College) in the Fall of 2024.

This EBP will improve outcomes for the student groups identified in section 2 by:
-Ensuring equitable access for all students to the programs and opportunities available through the Early College Pathways consortium/grants
-By allowing for enhanced student supports (offered by college partners and staff at Middlesex Community College) to all students and together we will look at strategies for monitoring student performance so that interventions for struggling learners can be put in place to ensure success,
-By showing a clear cut connection between the work done in school and future careers, and by establishing close relationships with out partners in higher education so they can build relationships with our students before they enter campus.

Our students, many who are first gen college students, will also potentially receive 12+ college credits prior to their first official semester which will give them a leg up and a break in their freshmen year (financially and work-load if they require work study assignments etc...)

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

HMHS

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

We need to allocate funding to pay for stipends to teachers /adjunct professors, and to cover credit for students enrolled in dual credit classes. In addition, we need funding for transportation to take kids off campus for college, career or work related experiences. We hope to be able to offer certification programs (EMT/CNA) by year 3

$ 48,384.00 *** 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.**

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

Instruction Leadership, Other Teaching Services, Instructional Materials, Equip., and Tech. (+2 others) Clear

Search...

Select All / Deselect All

- [ ] Administration
- [x] **Instruction Leadership**
- [ ] Classroom & Specialist Teachers
- [x] **Other Teaching Services**
- [ ] Professional Development
- [x] **Instructional Materials, Equip., and Tech.**

- [x] **Guidance and Psychological**
- [x] **Pupil Services**
- [ ] Operations and Maintenance
- [ ] Employee Benefits/Fixed Charges
- [ ] SPED Tuition
- [ ] Other

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

The metrics we will use to monitor progress for this EBP are:

-Increased pathway/program enrollment rates
-Increase in 4-5 year graduation rates/decrease i dropout rates
-Increase in college enrollment/persistence rates in 2-4 year colleges.
-Job placement data
-Credits earned
-Certification program awards
-surveys
-program evaluations

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