

Section 1: Summarize your district's plan

Minuteman Regional Vocational Technical (0830) 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.

Minuteman Regional Vocational Technical High School will be focusing on improving attendance and academic outcomes for our High Needs students, specifically students who are Low-Income and are receiving Special Education services. Minuteman has selected to focus on 3 Evidence-Based Programs to improve student attendance and to improve instruction that many of our High Needs students receive:

1.1B: Enhanced Support for SEL and Mental Health: Enhanced Support for SEL and Mental Health aimed at reducing student absenteeism by investing in mental health support staff, training the whole staff in Mental Health First Aid, continuing to collaborate with outside partners like The Advocates, and supporting our families through mental health related workshops.

2.2B High Leverage Practices for Students with Disabilities: We will be investing in professional development for our staff on high-leverage instructional practices designed for students with disabilities. Based on feedback from our community, we believe this practice will better support our student's unique learning needs and will result in improved attendance and academic performance.

2.2C Collaborative Teaching Models: We will continue to invest in Special Education staff to support our students on IEPs, while increasing our funding on professional development to improve our co-teaching model and the utilization of best practices. This increased focus on mental health will reduce absenteeism which we have found has a significant impact on High Needs students' academic performance. In addition, we want to continue to improve our

instruction in our co-teaching model to meet our students' unique needs while holding them to a high academic standard. Both practices will result in improved performance on the MCAS.

In total across each of these initiatives, Minuteman will invest nearly \$2.231 million annually in aligned evidence-based programs as follows: EBP 1.1B: Enhanced Support for SEL and Mental Health- \$931,000 and EBP 2.2B high-leverage instructional practices designed for students with disabilities and 2.2C Collaborative Teaching Models- \$1.3 million. The total investment in evidence-based strategies over the next three years will total \$ 6.693 million.

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?

The greatest disparities in student outcomes can be seen with High Needs students on the MCAS. This is across all 3 subject matter tests, with a 14-18% gap between High Needs students and the entire student body scoring Meets or Exceeds. On the Math and Science MCAS tests, the gap increases for Low-Income Students (29% and 34% respectively). When comparing the High Needs group to the non-High Needs group, instead of the overall student body, the gaps are even more significant.

* 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?

When looking at attendance data, there is a correlation between poor attendance and poor performance on the MCAS exams for students in the High Needs group. There is very little impact for the overall student body when it comes to attendance and MCAS performance. Overall, students who miss 10 or more days of school perform almost identically to students who have missed less than 10 days of school. When examining the attendance and MCAS performance data for students in the High Needs group, the impact is much more significant. Overall, there is a 22-25% difference across the 3 subject matter MCAS exams

for students in the High Needs group scoring Meets or Exceeds who missed 10 or more days of school compared to those who missed less than 10 days of school. Those gaps increase when looking exclusively at Low-Income students.

*** 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.**

Students with disabilities, Low-income

Clear

Search...

Select All/Deselect All

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

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.

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.**

- Back to School Nights
- Parent-Teacher Conferences
- Surveys (these will be increased and targeted to continually assess progress towards goals and iterate where necessary)
- Minuteman Parent Association meetings
- Principal Update Newsletters
- Wellness Committee meetings
- Family Workshops on supporting mental health and post-secondary planning.
- New Student and Family Orientation
- SEPAC meetings

*** 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.**

We plan to increase the frequency of administering family and student surveys to assess the climate and culture of the school as well as the fidelity and efficacy of our Evidence-Based Practices. We will also incorporate this work into the agendas of the parent/guardian facing committees and groups to ensure it is a top

priority and solicit feedback through the lens of those groups.


*** 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 worked with our families with students of High Needs students to review our data findings and solicited feedback on Evidence Based Practices. We had initially chosen only to focus on EBP 1.1B and EBP 2.2C. Our families felt that these were appropriate practices to address the identified problem, however there was a consensus that we also should focus on EBP 2.2B. They felt that this would help to address not only academic performance but would have a positive impact on attendance as students would feel more supported and want to be in school. As a result we added EBP 2.2B. Our School Committee was also very interested in digging deeper into the reasons behind students missing 10 or more days of school, which we will presenting to them in May. They expressed their commitment to ensuring any initiatives that would address this issue would be funded.

*** 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:**

03/12/2024 

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

*** 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 will continue to fund a robust team to support our student's mental health including 4 FTE Guidance Counselors, 4 FTE Social Workers, and 2 FTE School Psychologists. We are in the process of training a group of staff members in Mental Health First Aid. This is a train the trainer model where the trained and certified staff will train the entire staff over the course of 3 years. The goal will be for all our staff to be certified in Mental Health First Aid. We will continue to work with The Advocates organization to provide outside counseling into the school to meet the high demand for mental health counseling support for our students. We are also working with this organization to improve our coordination on emergency mental health crises. We will continue to provide and expand mental health workshops for our families. These currently include workshops related to responsible social media use and suicide awareness. We will continue to develop and incorporate Social-Emotional Learning into our classrooms through the use of our school SEL curriculum, School Connect. In addition, we will continue to fund mental health professionals to support Tier 2 and 3 interventions for mental health support. By Low Income and Special Education students having access to mental health support staff, exposure to SEL curriculum, and Tier 1 interventions, they will feel supported, have the tools to deal with stressful situations, and know they have a trusted adults in the building, which will lead to a reduction in absenteeism and improved performance in their academics.

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

We are a one school district. Minuteman High School will be impacted by these efforts.

\$ *** 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.**

The success of the EBP is heavily reliant on the staff needed to support students' mental health and the implementation of Tier 1 supports in the classroom. Below is the anticipated funding over the next 3 fiscal years for our mental health professionals (social workers and school psychologists) and our guidance staff.

Mental Health Professionals: \$1,397,000

Guidance Staff: \$1,396,000

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

Guidance and Psychological

[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?**

Our goal through these measures will be to provide students with the mental health support they need to allow them to attend school and fully engage in their education. The metrics we will be analyzing to determine the effectiveness of these measures will be attendance. While we will be looking for a drop in chronic absenteeism, we will also be measuring and monitoring students who are approaching 10 absences. We expect to see improvement on students scoring Meets or Exceeds on ELA, Math, and Science MCAS because of improved attendance.

- 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

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
- 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
- EBP 2.2B High Leverage Practices for Students with Disabilities

*** 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 will be working to improve high leverage practices for students with disabilities in our full inclusion model. We will be focusing on providing internal and external professional development to all of our staff (academic, vocational, and special education teachers) to support best practices in meeting the needs of our large special education population. Our special education student population has continued to change over the years and we are seeing an increase of students with autism and with emotional impairments, as well as dyslexia and dysgraphia. The professional development we will provide to our teachers will better support them in understanding these unique profiles and the practices that best support these students. This professional development will have a direct impact on the instruction that our special education students are receiving in their classroom and will improve their ability to engage with the curriculum and feel supported leading to better academic outcomes and improved attendance. Special Education students will benefit from this evidence-based practice by being better supported in their classroom and develop the strategies necessary to be successful in their academic classes. That success in their core academic classes will also lead to improved academic outcomes.

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

We are a one school district. Minuteman High School will be impacted by these efforts.

\$ *** 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.**

Professional Development: \$30,000

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

Classroom & Specialist Teachers, Professional Development

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

Other

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

Success of these efforts will result in improved performance for students as evidence by their grades in their core content classes and reduced need for Tier 2 and Tier 3 intervention. We expect to see improvement on students scoring Meets or Exceeds on ELA, Math, and Science MCAS because of improved instruction in our full inclusion model. We will also be monitoring attendance as a metric to measure students feeling supported in their classes.

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.**

Minuteman will continue to provide a robust co-teaching model where core content and Special Education teachers work collaboratively to support the needs of our students while holding them to high academic standards. We will continue to fully staff our Special Education department with 11 FTE Special Education Teachers and 3 FTE Paraprofessionals. In addition, we will provide our teachers with professional development to improve their collaboration and expose them to best practices for co-teaching both externally and internally. This improvement in our co-teaching model will positively impact our Special Education students by ensuring that their learning needs are met in every classroom and that learning is designed using the expertise of both the core content and special education teacher as effectively and efficiently as possible to maximize student success in the classroom. We anticipate this feeling of success and support will both contribute to academic growth, as well as improved attendance.

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

We are a one school district. Minuteman High School will be impacted by these efforts.

\$ *** 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.**

Special Education Teaching Staff: \$3,815,440
Professional Development: \$30,000


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

Classroom & Specialist Teachers, Professional Development		Clear
<input type="text" value="Search..."/>		
Select All / Deselect All		
<input type="checkbox"/>	Administration	
<input type="checkbox"/>	Instruction Leadership	
<input checked="" type="checkbox"/>	Classroom & Specialist Teachers	
<input type="checkbox"/>	Other Teaching Services	
<input checked="" type="checkbox"/>	Professional Development	
<input type="checkbox"/>	Instructional Materials, Equip., and Tech.	
<input type="checkbox"/>	Guidance and Psychological	
<input type="checkbox"/>	Pupil Services	



- Operations and Maintenance
- Employee Benefits/Fixed Charges
- SPED Tuition
- Other

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





Success of these efforts will result in improved performance for students as evidence by their grades in their core content classes and reduced need for Tier 2 and Tier 3 intervention. We expect to see improvement on students scoring Meets or Exceeds on ELA, Math, and Science MCAS because of improved instruction in our co-teaching model. We will also be monitoring attendance as a metric to measure students feeling supported in their classes.

-  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