

SOA Plan Middleborough

Section 1: Summarize your district's plan

Please write 1-2 paragraphs summarizing your 3-year SOA plan.

Middleborough Public Schools is committed to developing and enhancing the following evidence-based programs to address disparities in performance between student groups in our district, and accelerate the improvement of our Black/African American students, Hispanic/Latino students, English learners, and students with disabilities.

1. **Early Intervention and Readiness:** Implement a robust early literacy program for grades pre-K to 3 at our elementary schools. Using an EBP (**2.1C Comprehensive Approach to Early Literacy; 2.1D Early Literacy Screening and Support**), we will continue to use a systematic approach to phonics (UFLI) and employ a dyslexia screener in grades K-3 to support early identification and thus early intervention. We will also focus on training all staff in the Science of Reading grades PreK-12. This includes training teachers on decodable, comprehension texts, and writing instruction.
2. **Middle School MTSS:** Create a multi-tiered system of support and intervention, which includes an RTI block so that all students can receive interventions, extensions, emotional support, guidance. This support will require teachers to review data from Panorama on engagement, achievement, and well-being. Focus in these support blocks will be on ELs, SWD, and low income students to address disparities. The district will provide training on tiered interventions as well as provide instructional coaching to support the implementation of research based instructional practices. The need for planning time for co teachers will be addressed here as well to support the interventions at all tiers.
3. **High School Engagement and Achievement:** Create pathways for students who are not planning to attend a 4 year university. Using English and math classes to anchor real world skills and knowledge in a combination of hands-on activities through the MiLab and Project Lead the Way courses, all students will be able to graduate prepared to enter the workforce or go on to further education. These STEM based programs will launch in high school with a plan to develop curriculum and courses to stretch the program to 6th grade middle school. To address the achievement gaps, it is clear that our staff needs development in the areas of universally designed instruction, instructional strategies to support English Learners, and increasing engagement and rigor in the classroom.

These investments are as follows: \$00000000 for early literacy programming; \$00000 for MTSS; and \$00000 for instructional support and innovative pathway development. The total investment in evidence-based strategies over the next three years will total **\$0000000**.

Section 2: Analyze Your Data and Select Student Groups for Focused Support

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?

Middleborough Public Schools (MPS) is a suburban district in the Commonwealth that serves just over 3000 students. Our student population is 86.2% white, 4.4% Black, 4.8% hispanic, 6.1% multi-race, non-hispanic, and 1.3% Asian. In addition, 4% of our students are English learners, 20% are students with disabilities, and 40% are low-income. Based on our district's data described below, MPS needs to work on multiple fronts to effectively address the needs of all students.

Examining progress on core MCAS achievement and growth metrics over the past three years, we discern slight improvements in math. However, the performance of low income students and students with disabilities has remained below their white counterparts. Notably, white students have seen stagnation in ELA and math. Even with

that stagnation, SWD's and low income students are underperforming when compared to their peers in ELA and Math.

Delving deeper into the data, we identify disparities in performance between student groups emerging as early as third grade, especially in English Language Arts (ELA) and growing throughout middle school into high school. The widest performance gaps are observed among low income students and students with disabilities at all levels. These trends highlight disparities in learning experiences across grade levels.

Noteworthy trends in middle and high school include low student engagement levels, with fewer than 50 percent feeling engaged on a typical school day. There is also greater absenteeism for our English Learners, non-white students, and low income students. Both trends demonstrate the need for programs that students find relevant to their lives and help connect them to their school community. At the middle and high, ELs, SWD, and low income students perform lower than whites, even with continued stagnation in overall performance, on both ELA and MCAS.

In reviewing elementary school trends, SWD, ELs, and low income students underperform their peers in ELA MCAS and in STAR 360 for reading and Math. The greatest disparities exist between SWD and white students, with only 7% meeting or exceeding expectations in grade 3 ELA and 11% in Math.

1. **Early Intervention and Readiness**

- Disparities in performance between student groups are apparent as early as third grade, and are particularly apparent in ELA, emphasizing the need for early literacy interventions.

2. **Middle School Challenges**

- Growing challenges in middle school contribute to increased disparities in ELA and math MCAS performance among Black, Hispanic, English learners, and students with disabilities.

3. **High School Engagement and Achievement**

- Performance gaps remain wide in high school, accompanied by declining student engagement and high absentee rates among SWD, low income students, and ELs. .

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?

Below is a summary of how we plan to address the disparities across student groups that were revealed in our deeper analysis.

1. **Early Intervention and Readiness:** Implement a robust early literacy program for grades pre-K to 3 at our elementary schools. Using an EBP (**2.1C Comprehensive Approach to Early Literacy; 2.1D Early Literacy Screening and Support**), we will continue to use a systematic approach to phonics (UFLI) and employ a dyslexia screener in grades K-3 to support early identification and thus early intervention.
2. **Middle School Challenges:** Create a multi-tiered system of support and intervention, which includes an RTI block so that all students can receive interventions, extensions, emotional support, guidance. This support will require teachers to review data from Panorama on engagement, achievement, and well-being. Focus in these support blocks will be on ELs, SWD, and low income students to address disparities.
3. **High School Engagement and Achievement:** Create pathways for students who are not planning to attend a 4 year university. Using English and math classes to anchor real world skills and knowledge in a combination of hands-on activities through the MiLab and Project Lead the Way courses, all students will be able to graduate prepared to enter the workforce or go on to further education. These STEM based programs will launch in high school with a plan to develop curriculum and courses to stretch the program to 6th grade middle school. To address the achievement gaps, it is clear that our staff needs development in the areas of universally designed instruction, instructional strategies to support English Learners, and increasing engagement and rigor in the classroom. Providing ways for our underserved students to connect to their school will decrease absenteeism and increase engagement.

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?

- Black/African American students
- Low Income students
- English learners
- Students with disabilities

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

Yes. We will adopt the three-year improvement targets established by DESE for the "Lowest Performing Students" group as our district's SOA plan improvement targets.

Section 4: Engage Families/Caregivers and other Stakeholders

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.

In Middleborough Public Schools, meaningful engagement with families and caregivers is a cornerstone of our educational approach. We've diversified our strategies to ensure inclusivity and responsiveness.

Key Engagement Initiatives:

- **Integrated Family Engagement:** Prioritize family engagement in all professional learning and cultural initiatives by holding information sessions as well as community activities
- **District and Community Groups:** DEI (Common Ground) - Community members, staff, and town and district leaders begin to address issues of belonging and inclusion. This group has the potential to create a community plan to help recognize and aggregate all community resources (professionals, organizations, services) available to families, and develop strategies to engage families from targeted student groups.
- **Collaborative Family Engagement Plan:** This plan will be the work of Common Ground and will ensure culturally sensitive and responsive strategies.
- **Parent Ambassadors Program:** Establish a program where engaged parents act as liaisons, sharing information and encouraging involvement.
- **Quarterly Leadership Meetings:** Ongoing dialogue with PTO and SEPAC leadership for transparent communication. Create an ELPAC, recognizing the tremendous growth of our EL population, to identify gaps in our services and be liaisons for families.
- **Diverse Engagement Opportunities:** We provide formal and informal opportunities for engagement, removing barriers to participation (e.g., childcare, food, a variety of times and formats).
- **Virtual Workshops and Webinars:** We host sessions on a variety of topics for families in our community.

Measuring Family Engagement:

- **Annual Family Engagement Survey:** Conduct district-wide to gather feedback and assess the impact of initiatives.
- **Consistent System for Attendance and Participation:** Implement system to measure and analyze parent attendance, providing valuable data.

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?

Middleborough Public Schools works with several community organizations to lead our community engagement efforts and ensure broad and demographically representative participation from our community.

Through these efforts, we engaged the following groups:

- focus group of parents/guardians including PTO presidents from each school
- focus group of educators
- focus group of local nonprofits and businesses
- special education parent advisory council
- the local teachers union
- discussions with local elected and appointed officials

Comments will also be invited from the community at upcoming school committee meetings.

Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district. Yes, with the exception of ELPAC which does not yet exist in our community.

Confirm that your school committee voted to approve this plan and provide the date of the vote. Yes, our School Committee voted to approve the plan on March 27.

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

2.1 Select and skillfully implement high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning

Which EBPs will your district implement within this Focus Area?

- 2.1A **Inclusive Curriculum Adoption Process:** Implement a comprehensive and inclusive curriculum adoption process that engages multiple stakeholders in the exploration and assessment of potential instructional materials
- 2.1B **Supporting Curriculum Implementation:** Engage teachers in professional development linked directly to the curriculum and set up a process to regularly monitor the effectiveness of curriculum implementation
- 2.1C **Comprehensive Approach to Early Literacy:** Develop and implement a comprehensive approach to early literacy education that is supported by high-quality literacy core curricular materials that encompass foundational skills
- 2.1 D **Early Literacy Screening and Support:** Administer a reliable early literacy screening assessment to identify students who require additional support. Provide research-based interventions tailored to each student's learning needs.

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).

We are in the early planning phases of developing a comprehensive approach to our early literacy programming. Research will guide our implementation of an effective early literacy program, which will include:

- Establishing school-based literacy teams, including school and district personnel, to ensure program alignment and success across classrooms.
- Adopting high-quality, evidence-based literacy curricular materials for all core content areas (including

science and social studies), in pre-K and grades K-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 student needs.
- Providing initial and ongoing professional development and support to teachers, leaders, and support staff, through embedded instructional coaches and external PD providers.

Throughout the rest of this school year, we will begin planning for the initial implementation of a robust early literacy program in grades K-3. Key activities will include:

- Establishing school-based literacy teams
- Selecting high-quality instructional material
- Providing teachers and school leaders with professional development to prepare them for implementation.

In Year 1 (FY25), we will focus primarily on core instruction in early elementary literacy. With support from instructional coaches, educators will implement the adopted instructional materials, participate in ongoing curriculum-specific professional development, and utilize screening assessments to inform instruction.

In the following years, we will focus more intensively on selecting and using appropriate interventions. Teachers will receive training on specific evidence-based interventions that complement the adopted instructional materials, while instructional coaches provide ongoing support to educators to implement interventions appropriately. We expect our early literacy program to be fully implemented across grades K-3 by FY27, with an established walk-through process in place to monitor fidelity of implementation.

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

All elementary schools

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$

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

- **Professional Development:** \$
- **Classroom & Specialist Teachers:** \$
- **Instructional Materials, Equipment & Technology:** \$00,000
- **Total:** \$0,000 for early literacy programming

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

Professional Development, Classroom & Specialist Teachers, Instructional Materials, Equipment & Technology

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in % of students meeting or exceeding on 3rd Grade ELA MCAS
- Increase in the number of students exiting the “at-risk” category on our early literacy screener

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

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

Which EBPs will your district implement within this Focus Area?

- 2.2A **High Leverage Practices for Students with Disabilities:** Train all staff in high-leverage instructional practices designed for students with disabilities. (e.g., providing scaffolded supports, explicit instruction, flexible

grouping, and adapting curriculum and tasks based on students' specific learning goals)

2.2B **Collaborative Teaching Models:** Develop or expand co-teaching and other evidence-based models that leverage collaboration to best-serve students with disabilities and multilingual learners

2.2 C **Targeted Academic Support and Acceleration:** Implement academic intervention and acceleration opportunities targeting student groups demonstrating the largest gaps in achievement (e.g., high dosage tutoring, Acceleration Academies, and summer learning)

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).

In order to support our middle school students in closing achievement gaps, Nichols Middle School will institute an RTI block called WIN (what I need) to ensure all students get interventions, extensions, emotional support, or guidance without interrupting core instruction. The block began in 2023-24 and the following train will begin in 2024-25. All middle school teachers will work with an identified group of students on a focused or targeted skill. Teachers will get training in MTSS, universal design, and data analysis so they are equipped to create groups and provide the appropriate instruction.

To support planning for the week, teachers will also receive high-quality professional development in creating standards aligned, engaging lessons along with relevant data for their student groups. Additionally, teachers will be provided with curricular materials and any other necessary resources to use for the week.

We are also looking to add interventionists and instructional coaches to the middle school staff in the 2024-2025 school year to support implementation of MTS and to help develop their instructional strategy toolboxes.

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

The Middle and High School

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$

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

- Classroom & Specialist Teachers: \$
- Administration: \$
- Pupil Services: \$
- Professional Development: \$
- Instructional Materials, Equipment, & Technology: \$
- Operations & Maintenance: \$
- Total: \$

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

Classroom & Specialist Teachers, Administration, Pupil Services, Professional Development, Instructional Materials, Equipment, & Technology, Operations & Maintenance

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in % of students meeting or exceeding on Math, ELA, and Science MCAS
- Increase in MCAS SGP on Math and ELA MCAS
- Increased engagement in school on Panorama survey

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities

identified in your data analysis.

2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success

Which EBPs will your district implement within this Focus Area?

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).

Our Innovation Pathway program was launched at the high school with a small cohort of students in 2022. We hope to expand the numbers by 15-20 each of the next two years (2024-2027). By that time, we hope to have built the pathway for curriculum and courses at the middle school, which will increase the numbers at the high school automatically as they will be immersed in the program. Innovative pathway programming will address students who are not planning to attend a 4 year university. Using English and math classes to anchor real world skills and knowledge in a combination of hands-on activities through the MiLab and Project Lead the Way courses, all students will be able to graduate prepared to enter the workforce or go on to further education. These STEM based programs will launch in high school with a plan to develop curriculum and courses to stretch the program to 6th grade middle school. While the origin of this plan is STEM based with the MiLab, it is ultimately the plan to have student centered instruction in all content areas where all assessments are project based or allow for multiple ways for students to demonstrate their understanding. To achieve that, teachers need ongoing professional development in educating students from backgrounds of poverty, inclusive practices, and co-teaching. Our professional development plans for the 2024-227 school years will address these needs through both internal and external professional development opportunities.

To address the achievement gaps, it is clear that our staff needs development in the areas of universally designed instruction, instructional strategies to support English Learners, and increasing engagement and rigor in the classroom. Providing ways for our underserved students to connect to their school will decrease absenteeism and increase engagement. By 2027, teachers will work with their supervisors to develop an understanding of the Massachusetts evaluation process so teachers can self-identify their opportunities for growth. The district will partner with union leadership to identify professional development needs based on teacher input and district data. This process will require data analysis training as well as ongoing professional development in instructional strategies to meet the needs of all students and co-teaching/planning.

In addition to professional development, the high school could benefit from instructional leadership who can effectively work with teachers in non-evaluative roles. There would be a need to potentially fund equipment and staffing at the middle school to implement similar structures and programming to the high school by 2027.

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

Middleborough Middle and High School

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$

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

- Administration: \$
- Guidance & Psychological: \$
- Classroom & Specialist Teachers: \$
- Instructional Materials, Equipment, & Technology: \$
- Total: \$

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

Administration, Guidance & Psychological, Classroom & Specialist Teachers, Instructional Materials, Equipment, & Technology

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in pathway/program enrollment rates
- Increase in engagement for underserved groups on Panorama surveys
- Increase in attendance for identified groups in DESE data and district data

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

- 3.3A **Resource Allocation Aligned to Student Success:** Implement a systematic and ongoing process to allocate resources including people, time, funding in alignment with district and school priorities to promote student success
- 3.3B **Support for Effective Team Practices:** Districts and schools provide all staff with robust training, additional common planning time, and ongoing support in implementing effective team processes, use of protocols, and effective data use as a part of a cycle of inquiry
- 3.3C **Collaborative Labor-Management Partnerships:** Districts and schools establish and/or maintain collaborative labor-management partnerships to improve student performance

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).

Our district believes that to create effective educators we must create a culture where evaluation and professional development are seen as the keys to professional growth. In order to create that culture, we need to focus on the following:

- Training administrators in effective evaluations and coaching
- Training administrators in learning walks
- Working with MEA to outline expectations for instruction in the classroom
- Teaming at the 5th grade level
- Creating data teams with qualified instructional leaders
- Providing professional development throughout the year to enhance teacher practice, with coaches providing embedded support in the classroom
- Interventions for Tier 2
- Reading and math interventionists qualified in research-based practices
- Planning time
- Professional Learning Communities with established protocols and agendas

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

Memorial Early Childhood Center, Burkland Elementary, Goode Elementary, Nichols Middle School, Middleboro High School

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.

- \$

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

- Classroom & Specialist Teachers: \$
- Other Teaching Services: \$

- Administration: \$
- Pupil Services: \$
- Professional Development: \$
- Instructional Materials, Equipment, & Technology: \$1
- Other: \$
- Total: \$

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

Classroom & Specialist Teachers, Other Teaching Services, Administration, Pupil Services, Professional Development, Instructional Materials, Equipment, & Technology, Other

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increase in Highly Qualified Teachers, both hiring and retaining
- Increase in MCAS scores for SWD and low income students in all tested grades by 2027
- Decrease in referrals to Child Support teams, Special education, and guidance in EL, SWD, and low income students.