Section 1: Summarize your district's plan

Fall River (0095) 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.

Over the next three years, Fall River Public Schools will continue expanding and enhancing our work through the following evidence-based programs as we address disparities in the experiences and performance of our English learners and students with disabilities. As a result of
our ongoing efforts and investments, we will see improvements in practice and environments that will result in decreasing opportunity and performance gaps for these student groups.

1. An **inclusive curriculum adoption processes, coupled with support for and monitoring of implementation of engaging, high quality instructional materials** across the core content areas of mathematics, English language arts, science and social studies, to ensure access to grade level work for all students

2. **Professional development and support for educator implementation of high leverage practices and strategies** aimed at effectively supporting learning and closing achievement gaps for English learners and students with disabilities

3. **Creation of school environments that are welcoming, affirming, and safe for all students** will support increased engagement for all students and lead specifically to improved attendance, 9th grade passing, suspension, graduation and other rates for our students with disabilities

Investments include:

- $42,410,065 for inclusive adoption and effective implementation of high quality instructional materials
- $1,675,000 for professional development and support for educator implementation of effective practices and strategies
- $48,874,163 for the creation and sustainability of welcoming, affirming, and safe school environments

Investments in evidence-based programs as outlined in this plan will total: $92,959,228

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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?**

As an urban Gateway district in the Commonwealth, the student population of the Fall River Public Schools (FRPS) is ethnically and socioeconomically diverse, and 86% of students are identified as High Needs. Of all students, 23% are English learners, 25% are students with disabilities, and nearly 78% percent are identified as low-income. Our student population is 42.6% white, 33.2% Hispanic, 11.9% African American, 9.2% multi-race/non-Hispanic, 2.9% Asian, and 0.1% Native American. Described below, FRPS achievement and growth data over the last three years highlights the areas in which work is required as we strive to effectively meet the needs of all our learners, and close gaps across student groups.

As measured by the percentage of students Meeting or Exceeding Expectations (M/E) on MCAS across grade levels and content areas, and in comparison to schools and districts across the state, achievement levels for all students in the Fall River Public Schools are low. In 2023, for example, students in grades 3-8 M/E Expectations on ELA MCAS at a rate of 22% - 20 points below the State rate of 42%. In Grade 10, the difference was also 20 points. Similarly, the M/E Expectations rate difference for 3-8 Mathematics was 22 points, while the Grade 10 gap was 28. In Grades 5 & 8 STE, the % M/E difference was 23 points, while the Grade 10 difference was 24. Despite the gaps between FRPS and the state, ELA and math data indicate that the overall achievement slide has subsided and that we are recovering toward 2019 levels in some areas.

Taking a closer look at performance trends within the district, we see that in mathematics the trend is a widening gap as we compare data sets from Grades 3-5, 6-8 and 10. ELA is relatively static in comparison, while STE shows a significant gap widening from grade 5 to grade 8, and some gap closing from grade 8 to grade 10.

As we examine the ELA and math performance (% of students M/E expectations on 2023 MCAS) of our All Students group in comparison to the constituting student groups, we see that white and Asian students perform at or above the level of the All Students group, whereas African American and multi-race non-Hispanic or Latino students do so only at some grade levels, and low income and Hispanic students perform below the All Student rate across grade levels.

Achievement gaps between the ALL Students group and other student groups are particularly pronounced for our English learners and students with disabilities across all content areas. Using % of students M/E expectations on 2023 MCAS as a measure, gaps in grades 3-5 range from 17-24 points for our ELs, and 13-20 points for SWD. In grades 6-8, gaps range from 10-20 and 10-19 respectively for the two groups. In grade 10, gaps for ELs range from 20-33 points, while gaps for SWD range from 18-33 points. Across grade levels and content areas there was only one assessment where ELs or SWD showed a double-digit % of students M/E expectations - 10% of ELs M/E expectations on grade 4 math. That means two groups of students across 17 different assessments had a "pass rate" in the single digits across 33 of 34 tests.

To better understand the gap between our ELs and non-ELs in particular, progress toward English language proficiency was also examined. With respect to student progress as measured by ACCESS in 2023, we see that 39.0% of non-high school students made progress toward their targets, while only 13.2% of high school students made progress. While the high school rate has remained somewhat static over the last few years, the non-high school percentage in 2023 rate was nearly 10 points lower than the 48.5% of students who made progress in 2020.

Though schools across the district have made great strides in improving rates of chronic absenteeism (the district exceeded SY23 targets for All Students and all student groups), the district's chronic absenteeism rate in SY23 was still alarmingly high at 37.3 overall. Additionally, the chronic absenteeism rates of our students with disabilities and Hispanic/Latino students exceed that of the All Students group to the greatest extent - at 42.1 and 41.8, respectively.

Following the review of this data, we drew these conclusions:

- For All Students, in comparison to schools and districts across the state, performance gaps at the elementary grades are wide across content areas; and in Mathematics these gaps widen as students progress through elementary, middle, and high school grades.
- As we compare the performance of student groups within our district, disparities are most concerning for our English learners and students with disabilities
- English learners' lack of progress toward English language proficiency persists across grades.
- While rates of chronic absenteeism are steadily improving across schools, rates remain high across student groups, particularly for students with disabilities

*** 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?**

Using MCAS and ACCESS data as the backdrop, we also considered local data including district benchmarks (content and WIDA model), classroom observations, attendance and engagement data, and survey data in our analysis. Through an examination of current practices and structures using an equity pause protocol, we identified the following as best ways to address disparities across student groups:

1. Continue the selection and implementation of HQIM in all classrooms and content areas, with a specific eye on materials with embedded supports for multilingual learners and students with disabilities.
2. Increase educator capacity to make evidence-based decisions around instruction and the design of appropriate support so that English learners and students with disabilities can access and productively engage in grade level work.
3. Strengthen language instruction and support to ensure English learners' progress toward English language proficiency.
4. Continue to establish our schools as environments in which students feel safe, supported, and ready to learn.

*** 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 Clear

Search...

Select All/Deselect All

- [x] **English learners**
- [x] **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

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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.

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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.*

Key Engagement Initiatives:

- **Integrated Family Engagement in Professional Learning:** As we prioritize family engagement in all professional learning and cultural initiatives, we are currently working with schools to develop more targeted opportunities to involve families in all aspects of their children's learning. This includes creating more diverse ways of involving parents - including ones that don't always require in-person participation, and offering translation and interpretation services at events that do - always in an effort to ensure that families of English learners and other families with limited English proficiency have access.

- **Community Engagement:** FRPS engages with community partners to co-host community events, create new services, improve service delivery and identify gaps. FRPS participates in community events such as park events, numerous "Welcome to K" and literacy fairs, a Kick-Off to Summer event, events that are sponsored by our Pediatricians' offices, and an annual Trunk or Treat/ Drive-in. At many of these events, our office of Parent and Community Engagement (PACE) offers "registration on the go," where families can register their children in their own communities rather than in our district office. In doing so, we are able to engage more of our low income families, as well as others with transportation, childcare, or scheduling difficulties.

- **Collaborative Family Engagement Plan:** Developed with community-based partners, this plan ensures culturally sensitive and responsive strategies aimed at expanding learning opportunities for families. We have hired Community Facilitators at all of our schools to solely focus on family engagement and support. CF's meet monthly with our District team to learn about new initiatives, and focus on our district engagement goals to continuously improve upon our engagement.

- **Family Academy Advisory:** As part of this group, engaged parents act as liaisons, sharing information and encouraging involvement of others. These families share ideas and relevant needs to inform our workshop topics and identify possible gaps in all aspects of family engagement and parenting. This continuous dialogue drives our work in

continuous increased engagement by asking parents to give feedback and share their ideas about their experiences and what they think could be done to further enhance the educational process.

- **Home-Visit Initiative:** This initiative allows educators to build stronger and supportive relationships with our most at-risk families. Meeting with families in their environments creates a greater sense of comfort in identifying and addressing the best outcomes for students. We offer the Parent Child Plus Program that works with families of students 18 months-3 years old in their homes to foster both parent engagement and parent support in teaching children from the start to be life-long learners.

- **Quarterly Leadership Meetings:** Through ongoing dialogue with PTOs, SEPAC, and ELPAC leadership for transparent communication, parents meet and discuss ways to become involved in the school and how they can assist and support the teachers/staff.

- **Diverse Engagement Opportunities:** We provide formal and informal opportunities for engagement, removing barriers to participation (e.g., translators, childcare, food, a variety of times and formats). To ensure language needs are met, we have created a District-wide support system to ensure all schools are equipped with interpreters/translators at all events/meetings. We have created a 'Welcome Packet' in multiple languages that is distributed at the time of registration to all new parents who arrive here in FRPS. This folder is the foundation for all resources/ supports in our schools and community and helps the family thrive in our community.

- **Family Academy Workshop Series:** This mechanism has been helping enrich the lives of children and enhance the learning process by bridging the gap between home and school through the provision of valuable resources to families during our monthly workshop series. This has been a powerful instrument to connect families to resources and information regarding ways in which they can support their child's education, well-being, and growth. While the workshops are, for the most part, intended to reach a wide range of families, we have also taken steps to provide more focused sessions for target groups. For example, to support families of students with disabilities, we have partnered with the Federation for Children With Special Needs to highlight for families a wide range of complementary resources that families can utilize to support their children's learning process and growth. Additionally, representatives from our Special Education Department offered a workshop for families to help people navigate the special education referral process, how to access support, and how to advocate how to navigate, how to advocate. These sessions are offered monthly, in person, and we offer free childcare and dinner, as well as live-streaming and posting on our you-tube channel for families who are not able to attend in-person. All meetings are translated in real time to non-English speaking families.

- **Family Empowerment and Stability (FES):** FRPS offers our MLL families with limited English language proficiency an opportunity to participate in adult EL literacy classes. This program allows MLL families to develop knowledge and skills they need to engage with the community around them, and to help them perform better in workplaces and thrive. This is also part of the ongoing support aimed to connect, engage, empower, and sustain. We provide free child care, snacks, and coffee twice a week and we try to accommodate the needs of families so they can participate in this program, learn English, and improve their quality of life. We assist families with diverse needs (e.g., domestic violence, unemployment, and needs varying from help applying for a job to finding health insurance or accessing food stamps, homelessness, immigration process, etc.) who are referred to us by other FRPS families or members of our community. We listen to individual cases, we provide whatever assistance we can, and refer cases to our community partners, and follow up through the resolution process.

- **Support for use of Online/Technical Platforms:** We utilize the Parent Square application as a means of communicating with our families. This app is used for information sharing, ongoing two way communication with school staff, reminders, and to update information. Parent Square translates text into a family's preferred language to ensure all families are able to communicate at any time. In addition to Parent Square, we utilize Lionbridge translation for any meetings/calls that we need to translate if we don't have a staff member available who speaks the language. We also support an online community (Family WhatsApp group) as part of an effective parent engagement strategy. Parents using this app have been sharing all kinds of ideas, including the best places to buy educational supplies or sporting equipment, how to apply for jobs, etc., and also to support one other around things like carpool transportation, donation of school uniforms; also, other activities such as giving rides to food pantries or doctor appointments, etc. Creating a safe space for families to share ideas and support each other increases engagement and helps improve their quality of life.

* **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.*

Using SY24 data as the baseline from which we will measure progress, the following data will be collected, disaggregated, and analyzed to inform next steps around further increasing engagement and ensuring that we are engaging the families of target groups:

- parent and caregiver satisfaction survey data (increase in % of respondents responding favorably)
- attendance/participation of parents/caregivers of targeted groups (increase in number of parents/caregivers participating)
- measure of repeated/ongoing participation of parents/caregivers of targeted groups (increase in number of repeat participants)

*** 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.***

Fall River Public Schools engaged in the following activities to develop our three-year SOA Plan:

- family and caregiver surveys
- educator surveys
- school leader surveys and focus groups
- discussions with local officials
- discussions with special education parent advisory council
- discussions with EL parent advisory council

Individuals are always invited to speak during public comment at school committee meetings, and that opportunity was available during multiple meetings at which our budget priorities and spending plans were discussed. While there was no spending-specific public comment given by community members at these meetings, feedback from our ELPAC and SEPAC (as well as through our community surveys) indicated particular interest in school safety, attending to the social-emotional needs of students, an increase in inclusionary practices, and resources and strategies to ensure high quality instruction for all students.

☑ **** 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:** 03/18/2024

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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
- [x] EBP 1.1C Positive School Environments

*** 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.**

- **Universal Social Emotional Screeners:** We are piloting both the Satchel Pulse and DESSA SEL screeners in eight of our schools to determine the best fit for our school district. These screeners assess our students' social emotional competencies. The pilot work will inform our decision making efforts to invest in a social emotional screener and toolkit K-12 for SY2025.

- **Social Emotional Curriculum:** Our Elementary schools who are not already participating in an SEL screener pilot are engaged in either Positive Action or Second Step social emotional curriculum pilot. Both curriculums integrate CASEL competencies, life skills, and bullying prevention materials into their lesson sequencing. Schools will complete the pilot process in May 2024 with the intention of adopting one of the two selected options for implementation in all elementary schools SY 2024-25. Secondary schools will continue utilizing The Leadership Program curriculum during advisory periods; TLP implementation leads have shared common lesson plans and materials for use across all secondary schools. FRPS utilizes the general TLP curriculum content as well as the Empowering Upstanders bullying prevention unit and girls/boys counseling group materials.

- **Trauma-Sensitivity Training:** FRPS was granted the Behavioral Health Supports and Resources in Schools to Respond to Gun Violence and Related Trauma grant from the Department of Public Health to support bringing MindWise to our alternative school. This program will train all staff at the alternative school in how trauma can affect learning, working and engaging in school communities and how to apply trauma-informed strategies in school. This partnership is sustained through 2026-27 and we anticipate all school adjustment counselors to undergo this training in the next school year.

- **Signs of Suicide Screener:** SOS is an evidence-based youth suicide prevention program that teaches middle and high school students how to identify warning signs of suicide and depression. This screening assessment is conducted yearly for all students in grades 6-8 and 10.

- **Cartwheel Partnership:** Cartwheel is an evidence-based program to provide access to licensed mental health clinicians for students. They offer individual and group therapy, psychiatric evaluations, medication management, external referral support, weekly 1–1 parent sessions, webinars, and clinical collaboration with families and schools. This partnership offers increased reach to our English learners, as counseling is available in various languages. We are piloting this partnership with our middle schools, and anticipate all schools K-12 to be partnered by SY 2024-25.

- **Responsive Classroom Program:** RC is an evidence-based approach to teaching and classroom culture that focuses on connecting social-emotional learning to academics through routines, morning meeting, closing circles, small groups, and family engagement. This year, FRPS focused on having all staff at one elementary school fully trained. Thirty additional staff members throughout the elementary schools were trained with priority on school adjustment counselors. Summer 2024 sessions are anticipated for an additional thirty staff. We will continue to hold school-focused and open enrollment PD over the next three years.

- **Counseling and Support Staff:** FRPS has heavily invested in our counseling and support staff across all schools. We have added 64 positions in the last 4 years, including some bilingual counselors, significantly increasing the number of licensed counselors throughout our schools to support the growing social and emotional needs of our students.

- **Inclusive Practices:** FRPS has recently restructured its programming to provide optimal access to inclusive settings for a range of students receiving special education services. Over the next three years, we will continue to increase staffing and improve structures to ensure that students with disabilities are effectively supported to participate in a wide range of curricular and extracurricular activities with their grade level peers.

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

district-wide

$ 48,874,163.00 *** 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.**

- **Instructional Materials, Equipment, and Tech** (Supplies and materials purchased to support social-emotional learning, including SEL curriculum) - $407,000
- **Professional Development** (Vendors who provide professional development or coaching on SEL/mental health topics) - $1,200,000
- **Guidance and Psychological** (Salaries of staff members who spend >80% of their time supporting student health and wellbeing; e.g., adjustment counselors, BCBAs, psychologists, social workers; Partnerships with organizations who provide direct mental health services to students) - $41,822,276
- **Employee Benefits/Fixed Charges (**Benefits costs associated with FTEs included in this EBP section) - $5,444,887

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

Professional Development, Instructional Materials, Equip., and Tech. (+2 others) 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?**

- Change in select indicators from local student surveys that measure school culture/climate and student mental health and wellbeing
- Change in social and emotional competency rates as measured by universal screener data
- Decrease in out of school suspension and expulsion rates
- Decrease in chronic absenteeism rates

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

*** 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 are in the midst of a multi-year curriculum rollout of HQIM across multiple grade levels and content areas, including:

- year four of K-5 Wonders (K-2 YR4, 3-5 YR3)
- year four of elementary Illustrative Mathematics (K-2 YR3, 3-5 YR4)
- year four of secondary Carnegie Learning Mathematics
- year one of grades 6-8 Amplify ELA
- year four of OSE (K-5 YR1, 6-8 YR4, 9-12 YR3)
- year one pilot of Investigating History, grades 5-7 (SY25 grade 5 pilot expansion, grades 6&7 adoption)
- year one pilot of Democratic Knowledge Project, grade 8 (SY25 pilot expansion, SY26 adoption)

While school closures and the limited availability of highly rated resources in some content areas hampered our plans for more comprehensive and inclusive selections processes across the board, the following process was utilized in our careful selection of Amplify ELA this past year, and has been identified as our model moving forward:

For all curricular adoptions, including our anticipated adoption of a high school ELA curriculum, Fall River Public Schools will prioritize communication with principals, teachers, school committee, and the FRPS community. We will lean into the instructional review resources that are available to us (EdReports, CurAte, e.g.) to narrow our choices. Our future pilots will be inclusive of all impacted schools and targeted grade levels. During the pilots, we will examine instruction through an implementation rubric with specific indicators focused on multilingual learners and students with disabilities. These indicators will draw attention to the resources embedded in the materials, and help determine whether or not the resources provide ample support to educators in determining appropriate scaffolds so multilingual learners and students with disabilities are able to access the grade level work. Additionally, the rubric will draw evaluator attention to whether or not the resources are representative of the diverse cultures of our school communities.

All educators will engage in high-level overview professional learning in all pilot programs. All educators will have digital access to the programs for further review. A curriculum adoption committee will be established that is inclusive of all types of educators (classroom teachers, special educators, ESL teachers, e.g.), from target grade levels and across schools for curricular and data review. All teachers will have the opportunity to have their voice heard in the decision making process, and the decision will be brought to our school committee for final approval.

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

district-wide

$ 1,320,000.00 *** 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.**

- **Classroom and Specialist Teachers** (Stipends for teachers to participate in the HQIM selection or adoption process; stipends for teachers to attend professional development on the new materials) - $1,010,000
- **Instructional Materials, Equipment, and Tech** (Purchase of any new HQIM) - $300,000
- **Professional Development** (Vendors who provide professional development and/or coaching on pilot HQIM) - $10,000

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

Classroom & Specialist Teachers, Professional Development (+1 other) 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**

- Increase in HQIM adoption rates
- Increase in quality of HQIM implementation as measured by adopted walkthrough tools
- Decrease in performance gaps as measured by MCAS

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.**

In SY24, our district-wide instructional priority has been for all educators to "internalize the content of district-sponsored, grade-level materials while considering current student data to plan effective instruction, so that ALL students, including students with disabilities and multilingual learners, acquire grade-appropriate knowledge and skills." Schools and district departments developed more specific priorities aligned with this one to deepen their work based on the needs of their student groups. We have partnered with Carnegie Learning, Amplify, The Hill for LIteracy, TNTP, Boston College and other organizations to provide PD, support, and capacity building district-wide. As a result, teachers across the district participate in weekly professional learning communities (PLCs) facilitated by departmental leaders, engaging regularly in lesson and unit internalization protocols aimed at supporting teachers in their intellectual preparation for planning for all learners. The PLC work and resulting lesson implementation is monitored by school and district leaders who provide regular feedback to staff and schools.

By June of 2027, the district will be implementing HQIM for ELA, math, science and social studies at both the elementary and secondary levels. Over the next three years, we will strategically pare down support, PD, and capacity-building provided by partners, relying more on built systems and capacity to continue the work across the district. We will continue to prioritize strong instruction as it relates to our multilingual learners and students with disabilities, and support all schools to do the same. At the district level, and across schools, we will develop annual PD plans, including articulated systems for teacher development, feedback and coaching directly related to our target student groups. As a result of these and other efforts, our multilingual learners and students with disabilities will have increased access to, engagement in and success with grade level work.

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

district-wide

$ 41,090,065.00 *** 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.**

- Instructional Leadership (Salaries of individuals in leadership or coaching roles responsible for the implementation of HQIM) - $35,424,108
- Professional Development (Vendors who provide professional development and/or coaching on HQIM) - $10,000
- Benefits and Fixed Charges (Benefits costs associated with FTEs included in this EBP section) - $5,655,957

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

Instruction Leadership, Professional Development, Employee Benefits/Fixed Charges 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?**

- Increase in quality of HQIM implementation as measured by adopted walkthrough tools
- Increase in MCAS SGP on Math and ELA MCAS
- Decrease in performance gaps between target groups and the All Students group, as measured by district benchmarks

☐ 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

*** 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.**

In order to support our multilingual learners to develop English Language Proficiency and access and engage with grade level content, FRPS has begun to dig into the WIDA Frameworks. By 2027, we expect that all classrooms in Fall River that serve multilingual learners will include language development targets, instruction, and assessments. Content classes will include appropriate scaffolds based upon the WIDA 2020 proficiency level descriptors, that are developed to systematically support language development.

To achieve this, we will provide professional development around the MLL Blueprint and the WIDA 2020 standards for leaders and teachers across the district. This professional development will be differentiated across content areas. We will assess the impact of this professional development through surveys, classroom visits, and analysis of student work. During this process we will collect both qualitative and quantitative data. Additionally, we will build components of the WIDA 2020 frameworks into our curriculum maps and/or our PLC meetings across content areas. These components will include, but not be limited to, KLUs, and language forms and features.

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

district-wide

$ 435,000.00 *** 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.**

- Professional Development (Any vendor providing professional development and/or coaching that focuses on strategies for multilingual learners) - $300,000
- Classroom & Specialist Teachers (Stipends for teachers to attend professional development focused on multilingual learners) - $135,000

*** 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
- [x] **Classroom & Specialist Teachers**
- [ ] Other Teaching Services
- [x] **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?**

- Increase in number of students meeting their ELP targets on ACCESS
- Increase in the number of multilingual learners who are approaching and meeting expectations on MCAS and content area benchmarks
- Decrease in the performance gap between multilingual learners and all students on MCAS and content area benchmarks.

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.**

In an effort to increase implementation of high leverage practices for Students with Disabilities, the Fall River School District is committed to providing ongoing professional development opportunities for all staff. During weekly PLCs, teams use the internalization protocol to discuss support for diverse learners. During the internalization process, accommodations, scaffolding needs, and grouping considerations are commonly discussed. In collaboration with the Office and Instruction, staff received training on utilizing the IEP document to consider accommodations and goals when lesson planning in Math. Teachers working with our highest needs students received intensive training and support to implement explicit, systematic, multi-sensory instruction in reading and writing. The special education department also revised the role of our Cluster Coordinators to focus specifically on coaching, modeling, and support around instruction for special education teachers across the district.

Moving forward, we plan on making adjustments to our programming so that all SWD have increased opportunities to participate in learning within the inclusion setting. As a result of these programming adjustments, we will provide more specific training and support to general education teachers on inclusive practices. We will continue to support teachers in the implementation of high leverage instructional practices for SWD through more coaching cycles with Cluster Coordinators. In a recent survey, special education teachers requested more professional development around trauma informed practices, teaching writing to SWD, and collecting/using data for progress monitoring. We will use our internal capacity, as well as partnerships with external organizations and vendors to provide increased professional development opportunities in these areas. Finally with the implementation of the new IEP beginning in the Fall of 2024, we have the opportunity to include these high leverage practices more intentionally within the IEP itself. As a result of these and other efforts, SWD will have greater access to, engagement in, and success with grade level work.

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

district-wide

$ 1,240,000.00 *** 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.**

- Professional Development (Any vendor providing professional development and/or coaching that focuses on strategies for students with disabilities) - $1,100,000
- Classroom & Specialist Teachers (Stipends for teachers to attend professional development focused on students with disabilities) - $140,000

*** 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

- [x] **Classroom & Specialist Teachers**
- [ ] Other Teaching Services
- [x] **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?**

- Increase in percentage of SWD in the inclusion setting
- Increase in performance of SWD on district benchmarks
- Increase in the implementation of high leverage instructional practices during district learning walks

- [ ] EBP 2.2C Collaborative Teaching Models
- [ ] 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