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Hamilton-Wenham (0675) Public School District - FY 2026 - SOA Plan Progress Report - Rev 0

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Date	User	Status (S) / Comment (C)	S / C
6/3/2026 4:08:27 PM	Jake Resetarits	Status changed to 'DESE Approved'.	S
3/30/2026 10:33:15 AM	Eric Tracy	Status changed to 'LEA Superintendent / Chief Executive Approved'.	S
3/30/2026 10:32:58 AM	Eric Tracy	Status changed to 'Application Supplement Completed'.	S
3/2/2026 1:34:19 PM	Eric Tracy	Status changed to 'Application Supplement Started'.	S
11/12/2025 1:17:21 PM	Jennifer Clifford	Status changed to 'Not Started'.	S

Key Evidence-based Programs in District's SOA Plan

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Your district's SOA Plan (FY25-FY27) indicates that the evidence-based programs listed below are being prioritized and implemented in ways designed to reduce disparities in learning experiences and outcomes for those student groups experiencing them.

EBP 2.1A Inclusive Curriculum Adoption Process
EBP 2.1B Supporting Curriculum Implementation
EBP 2.2D Targeted Academic Support and Acceleration

Section 1: Summary of Progress to Date (Academic Year 2025-2026)

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In this section, you will summarize:

- steps taken to launch, expand or deepen the implementation of the evidence-based programs in your SOA Plan;
- early evidence of change related to your implementation; and
- evidence of gap-closing on interim and longer-term outcomes for student groups targeted in your SOA Plan

* **Implementation Activities:** During academic year 2025-2026, what steps did your district take to launch, expand, or deepen the implementation of each EBP in your SOA Plan?

Throughout the 2025-2026 academic year, our leadership team has remained steadfast in our commitment to closing opportunity gaps for students with disabilities, low-income students, and multilingual learners. We have strategically focused our efforts on three primary Evidence-Based Programs (EBPs):

Inclusive Curriculum Adoption and Support At the secondary level, we successfully moved into the second year of our ELA HMH curriculum implementation, providing teachers with the necessary professional development and release time to master these new materials. We also launched a pilot for a new Middle School Science curriculum and began reviewing Middle School Math options. To support this, we implemented best practices for Common Planning Time (CPT), with a specific focus on developing instructional strategies for students on IEPs in mathematics. At the elementary level, we collaborated with the DESE Literacy Community of Practice and the Tiered Support Math Academy, with coaching, to ensure our high-quality instructional materials (HQIM) for ELA and Math are utilized effectively. Our second year of Eureka Math2 HQIM implementation included expanding support through the Eureka Math2 Catalyst resources. Monthly grade-level Professional Learning Communities (PLCs) now include special educators to ensure every lesson is internalized and accessible to all learners.

Targeted Academic Support and Acceleration To better meet individual student needs, we redesigned the Middle School weekly schedule to prioritize targeted intervention and enrichment. High school students now benefit from a dedicated ELA reading support block and enhanced Tier 2 interventions for executive functioning. In our elementary schools, we decreased our staffing to 2.0 FTE Literacy Educational Support Personnel per building and expanded our co-teaching models to keep students in the general education classroom whenever possible.

* **Early evidence of change:** Please describe and reflect upon the extent to which progress monitoring data reflects early evidence of change (e.g., changes in actions, discourse, beliefs, expectations, and instructional practice) that you anticipate will ultimately lead to improved outcomes and smaller disparities in outcomes for student groups targeted in your SOA Plan?

At the elementary level, progress monitoring continues to show the shift of literacy interventions into kindergarten through third grade strengthens outcomes at mid-year, especially at the kindergarten level. At the middle school, we continue to focus our implementation support to align instruction between general education and special education. Common math module assessments show improvements from last year, with more students reaching proficiency in each grade level, demonstrating that the second year of HQIM implementation has strengthened student learning.

At all levels, the challenge of sustaining a belief system that supports the idea that all students can learn at high levels remains our focus. We have continued our work across the district to sustain high expectations for all students and to implement scaffolds and supports rather than lowering expectations, and this is supported by our expanded work with The New Teacher Project this winter. We have focused on Professional Learning Communities as a lever to improve this work at the elementary level, and, similarly, newly established best practices in Common Planning Time at the secondary level aim to improve instruction for all students.

* **Progress in closing disparities for student groups in your district:**

Please describe and reflect upon the extent to which progress monitoring data on interim and longer-term student outcomes reflects the following:

- improvement for the student groups targeted in your SOA Plan;
- reduced disparities for student groups targeted in your SOA Plan;
- progress towards meeting targets for the lowest performing students group

We are pleased to report that these efforts are yielding tangible results. A major milestone was achieved in high school mathematics, where the Student Growth Percentile (SGP) for students on IEPs (60.1) reached parity with their peers. Furthermore, 2025 MCAS data showed significant SGP improvements for students with disabilities, particularly in Grade 10 Math (rising to 68.0), Grade 4 ELA (increasing to 56.6), and Grades 3-8 Math (improving to 60.2).

Section 2: Key Changes to Your Plan and Next Steps in Implementation

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In this section, you will:

- describe any key changes or amendments to your district's SOA Plan *(if applicable)*; and
- briefly describe implementation plans for academic year 2026-27 to expand, deepen, and/or strengthen your implementation of the EBPs in your SOA plan *(required)*

If applicable, please describe any key changes to your district's SOA plan that your stakeholders should be aware of *(e.g., substantial shifts in your approach to EBPs in your SOA plan, significant changes to 3-year budget; dropping or adding an evidence-based program.)*

The Leadership Team's priority is to focus on students who are not consistently meeting the benchmarks. This includes students with disabilities (SWD), Low-income students, and Multi-lingual learners (MLL). Since July, our LT has been using Justin Baeder's book, Now We Are Talking, and working with a consultant from the New Teacher Network

* What steps will your district be taking to expand, deepen, and/or strengthen the implementation of the EPBs in its SOA Plan during the 2026-2027 school year?

As we look toward the 2026-2027 school year, our elementary SOA plan remains consistent, as we believe our current strategies are on the right track. At the secondary level, we are refining our approach by deepening our implementation through even more specialized professional development.

Our top priority for the coming year is the full alignment of our high school data systems. This will allow our leadership and teaching teams to conduct more robust and frequent progress monitoring for every student, with a particular focus on our targeted subgroups. We are committed to using our Common Planning Time to efficiently focus our supports on the needs of all students.

We will continue to expand the use of high-quality materials and ensure that our special educators are fully trained to align their specialized support with Tier 1 classroom instruction. Specifically, we are looking to review and update our middle school (grades 6-8) math and science instructional materials.

This year, the Leadership Team is engaged in a focused journey to align and strengthen the district's instructional foundations through a structured four-quarter plan. Our priority is to focus on students who are not consistently meeting the benchmarks. This includes students with disabilities (SWD), Low-income students,

and Multi-lingual learners (MLL). Since July, our LT has been using Justin Baeder's book, Now We Are Talking, and working with a consultant from the New Teacher Network

The work is centered on an Instructional Vision that prioritizes curiosity, student agency, and a deep sense of belonging for every learner.

The team's efforts are organized into several key phases:

- Establishing Alignment and Systems (Q1): The initial focus has been on understanding and building the structures that support learning, such as Professional Learning Communities (PLCs) and Collaborative Planning Time (CPT). This includes a specific priority to ensure that special educators are fully integrated into these collaborative spaces.
- Building Consistency through Data (Q2): The team is moving toward standardized practices, using datasets to identify students who require additional support. Leaders are adopting PDSA (Plan-Do-Study-Act) cycles to make evidence-based instructional decisions.
- Shifting to Teacher Leadership (Q3): A major goal this year is to shift the ownership of instructional improvement toward teachers. Leaders are supporting this by modeling high-leverage practices through co-teaching and calibration of feedback.
- Creating Coherence for the Future (Q4): The year will conclude with a retreat to synthesize data and establish "non-negotiable" instructional expectations for the next school year. This final phase focuses on scaling successful practices and finalizing a long-term vision for co-teaching and integrated unit planning.

Throughout this process, the team is consistently monitoring progress against three core priorities: identifying what works for our focus groups (SWD,low-income, and MLLs), establishing reflective collaboration structures, and prioritizing professional learning that addresses diverse Tier 1 instructional needs.

Section 3: Engaging Families/Caregivers and Other Stakeholders

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In this section, you will describe:,

- new activities implemented in 2025-2026 that engage families/caregivers, particularly those representing student groups experiencing the greatest disparities, about how to best address their students' needs;,
- evidence of progress to date in improving family/caregiver engagement, using the metrics in your SOA Plan (FY25-FY27);
- the ways in which your district engaged with different stakeholder groups, particularly those representing student groups experiencing disparities, throughout the 2025-2026 school year.

* Please briefly describe any new efforts introduced in academic year 25-26 to engage families/caregivers, *particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.*

We recognize that strong partnerships with families are essential to student success. This year, we introduced several new initiatives to deepen these connections:

- Targeted Outreach: For our secondary families, we implemented Pre-Employment Transition Services (Pre-ETS) planning specifically for students with IEPs and 504 plans. Additionally, we have introduced an Open House for incoming ninth-grade families to the high school.
- Elementary Engagement: We launched a series of "Family Nights" focused on Math, Literacy, and Specialists, as well as "Celebrations of Learning" to invite families into the classroom. These events are in addition to our Open Houses, Curriculum Nights, and parent-teacher conferences.
- Inclusive Communication: To ensure all families are informed, our weekly updates and newsletters are now translated into the home languages of our multi-lingual families. We also maintain multiple communication channels to ensure that families and caregivers receive timely information about school programs and district initiatives. Communication methods include district and school newsletters, district and school websites, social media, and direct outreach from school staff.

Our Family and Community Liaison is an essential cog for family connections. She is able to connect with every new family through the registration process. This gives her vital information and immediately opens the door to the district, so families know who to reach out to if they need assistance. Within the community,

people know to reach out to the liaison first.

* Please share evidence of increased or improved engagement with families/caregivers, particularly those representing the student groups targeted in your SOA plan, during academic year 2025-26. *(Districts may use the metrics described in their SOA Plans, or other relevant metrics)*

The impact of these efforts is evident in the higher participation rates we've seen at school events. We have also established stronger feedback loops through Strategic Plan surveys and maintained vital partnerships with the Special Education Parent Advisory Council (SEPAC) and our local "Friends" groups. We have also hosted community forums and listening sessions designed to gather feedback from families, caregivers, and community members regarding district priorities and areas for improvement. This information helps inform district decision-making and initiatives.

These collaborations have been instrumental in fostering a more inclusive and supportive community for all our students and their caregivers.

* Please briefly describe the following types of stakeholder engagement during the 2025-2026 school year, making certain to include information on stakeholders representing student groups targeted in your SOA plan:

1. how your district shared updates on SOA plan implementation and early evidence of change student outcomes with different stakeholder groups
2. the ways in which your district collected input and feedback from different stakeholder groups;
3. the substantive input and feedback you have received to date—and whether/how that has impacted your SOA plan implementation

- Targeted Outreach: For our secondary families, we implemented Pre-Employment Transition Services (Pre-ETS) planning specifically for students with IEPs and 504 plans. Additionally, we have introduced an Open House for incoming ninth-grade families to the high school. We send out DIBELS reports to all parents of students K-8.
- Elementary Engagement: We launched a series of "Family Nights" focused on Math, Literacy, and Specialists, as well as "Celebrations of Learning" to invite families into the classroom. These events are in addition to our Open Houses, Curriculum Nights, and parent-teacher conferences.
- Inclusive Communication: To ensure all families are informed, our weekly updates and newsletters are now translated into the home languages of our multi-lingual families. We also maintain multiple communication channels to ensure that families and caregivers receive timely information about school programs and district initiatives. Communication methods include district and school newsletters, district and school websites, social media, and direct outreach from school staff.

Strengthening Workforce Development through the MASS Leads Act

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Overview: The *Mass Leads Act*, enacted November 20, 2024, requires districts to develop and submit to DESE plans for strengthening workforce diversity. DESE's Office of Strategic Initiatives, which is leading this initiative, is working collaboratively with the SOA Team and other stakeholders as it develops guidance for these plans. Data collection for the FY26 SOA Plan Progress Reports is being leveraged to gather baseline data from districts on strategies fostering workplace diversity that are already underway or that are in the planning stages. will be used. Your responses to the items below will inform this planning process.

* What systemic barriers to hiring a diverse workforce does your district encounter? What steps is your district currently taking to address and eliminate those barriers?

There are several major barriers to hiring a diverse workforce in the HWRSD, funding, cost of housing, number of applicants and geography. We do advertise widely and include anti-descrimination language.

Currently we are not actively working on barriers but our HR Director is working on places for alternative postings, including job fairs. We have a commuter rail that does come into town and we are adding this information to all of our postings.

* What steps does your district currently take to identify, recruit, and hire employees who are members of groups underrepresented in the educator workforce?

Using the Teacher Diversification Guidebook, we will review talent management practices. We do plan to take advantage of the flexibility offered by the Mass Leads Act to open doors to highly-qualified candidates, specifically those on alternative licensure pathways. We will continue to review language in our job postings including a focus on essential credentials instead of an overwhelming list of qualifications.

* What strategies does your district currently use to develop, promote, and retain employees who are members of groups underrepresented in the educator workforce?

We take advantage of our mentor program, but, like our communities, there are not a lot of people of color in the district. We continue to train staff in culturally responsive practices for students and adults.

* What steps does your district currently take to promote equal opportunity in employment for educators?

We take advantage of noting equal opportunities in our postings, website. We also include anti- discrimination messaging on the website, in our postings, and our letterheads. We use and published an anti discrimination document that has been signed by the superintendent, union president and the school committee chair.

FY26 Plan Progress Report Checklist

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General Checklist Comment		
Thank you for submitting your district's FY26 SOA Plan Progress Report. We are pleased to inform you that this year's progress report has been approved. DESE's goal is to see improvements over time in the quality of SOA Plans and progress reports. In the spirit of supporting that improvement, we are also sharing recommendations that would strengthen your progress report and make it more meaningful to your stakeholders. • The Section 1: Summary of Progress to Date should address outcomes and gap-closing for all student groups targeted in your district's SOA plan, even where targeted student groups are not yet demonstrating anticipated improvements. Although your district's SOA plan identifies students with disabilities and low-income students as experiencing the greatest disparities, your progress report only discusses outcomes and gap-closing for low-income students.	Jake Resetarits	5/12/2026 3:20:07 PM

Checklist Description (Collapse All Expand All)			
1. The narrative describes progress related to the Key Evidence-based Programs in the District's SOA Plan	OK	Jake Resetarits	5/12/2026 3:05:23 PM
1.01 The narrative describes progress related to the Key Evidence-based Programs in the District's SOA Plan			
2. The progress report is responsive to items in the progress report template and guidance.	OK	Jake Resetarits	5/12/2026 3:05:23 PM
2.01 The progress report is responsive to items in the progress report template and guidance.			
3. The progress report centers on student groups identified as experiencing disparities.	OK	Jake Resetarits	5/12/2026 3:05:23 PM
3.01 The progress report centers on student groups identified as experiencing disparities.			
4. Narrative throughout the progress report is asset-based and free of deficit language about students, staff, and families.	OK	Jake Resetarits	5/12/2026 3:05:23 PM
4.01 Narrative throughout the progress report is asset-based and free of deficit language about students, staff, and families.			
5. Section 1: Summary of Progress to Date utilizes data disaggregated by targeted student groups to report on and meaningfully reflect upon implementation, early evidence of change,	OK	Jake Resetarits	5/12/2026 3:05:23 PM

	and/or outcomes.			
	5.01 The Summary of Progress to Date (Section 1) utilizes data disaggregated by targeted student groups to report on and meaningfully reflect upon implementation, early evidence of change, and/or outcomes.			
	5.02 Data are included in the narrative to highlight and illustrate the progress described.			
	6. Responses to all items in the section on Strengthening Workforce Development through the MASS Leads Act provide sufficient detail about steps taken to address workforce diversity.	OK	Thomas Zorich	6/1/2026 2:18:01 PM
	6.01 Responses to all items in the section on Strengthening Workforce Development through the MASS Leads Act provide sufficient detail about steps taken to address workforce diversity.			