

Section 1: Summarize your district's plan

Orange (0223) 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.

The Orange Elementary School is a rural single school district in Franklin County. Prior to the 2023-2024 school year, the district was comprised of two elementary schools, Fisher Hill a PreK-2 school and Dexter Park a Grade 3-6 school. In September of 2023, the two schools merged into a single school, Fisher Hill Elementary, comprised of grades PreK-6. In 2014, the school was categorized as "Among lowest performing 20% of schools" and began working with the State's DSCA (now SSoS) team. From 2014 to 2022 the school's accountability dipped into the single digits (except for 2016) and remained there until 2023 when the school advanced to the 13th percentile. The school continues to receive support from DESE's SSoS team in order to make meaningful gains.

The demographics of the school has slowly changed over the last ten years that they have been deemed underperforming. In 2014, 91% of students were identified as white with 3% identified as mixed-race, and 4.1% as Hispanic. As of 2024, 83% of students are identified as white, with 5% identifying as mixed-race, and 9% identified as Hispanic. In addition, in 2014, 67% of students were identified as low income compared to 38% of the State, 20% of students were identified as SWD as compared to 17% of the State, and less than 1% of students were identified as second language learners. In contract, in 2024, 69% of students were identified as low income compared to 42% of the State, 23% of students were identified as SWD as compared to 20% of the State, and 1.5% of students were identified as second language learners. The demographics of the school have been slowly becoming more diversified at the same rate as that of the State.

Proficiency rates for students in ELA, mathematics, and science (as measured by MCAS) remain significantly behind their peers in the State. with more than a 20

point gaps for each content area. While SWD did show a slightly higher student growth percentile (SGP) their overall proficiency rate was substantially behind their peers in the State. Over the last four-years, the district/school has focused on early grades literacy with closing gaps in the primary grades in order to ensure students leave elementary school proficient and ready for middle school. However, while the school has seen progress at the primary grades K-2, this has not yet translated into improvements in grades 3-6 as measured by MCAS.

During the past year, the district/school has increased personnel in their Tier II ELA and math interventions from 5.5 individuals to 7.5 individuals. In the primary grades, there continues to be a focus on literacy with minimal mathematics support while the upper elementary have an even amount of support in both ELA and mathematics. As a result the SGP for students in math has been slightly above the state average; however, proficiency rates continue to lag significantly behind the State (20% or more). Overall ELA SGP is slightly behind the state average with SWD showing a slightly higher SGP than their peers with disabilities; again, however, the proficiency rate for students continues to lag considerably behind their peers in the State (more than 20%).

The student groups that the district/school will target for accelerated improvement are: students with disabilities (SWD) and low-income -- these two subgroups have the greatest disparity between themselves and their peers across the State. In addition, given the current demographics of the school most students who fall into these two categories also fall into the high-needs category; thus the focus will also be inclusive of high-needs students. Based on the need of such a large percentage of students the district/school will implement the following evidence-based practices: **1) Expanded learning time** -- including summer and vacation acceleration programs, **2). Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks** -- core curricula that meets the HQIM criteria for ELA and mathematics, and **3) increase professional development** -- especially in the areas of tier I evidence-based practices and in meeting the needs of diverse learners.

The district/school has been implementing **expanded learning time** for the past three years and plans to continue this practice moving forward. The district has implemented acceleration academies with the use of grant funds for ELA in the primary grades and mathematics in the upper elementary grades during the February and April vacations. Specific students are targeted based on their academic need and outreach is made to families. The district/school purposefully keeps the class size low and provides each educator with a paraprofessional to ensure that all students are actively engaged and working on previously identified standards. Through the use of targeted grants from the State, Title I funding, and general funding, the district/school has been able to offer vacation acceleration programs for the past three-years. In addition, the school runs a robust summer learning program where approximately 25% of students attend the program for at least 1 week. The majority of the students that attend the summer learning program are SWD and low-income students; these groups also predominantly identify as high needs -- another group demonstrating need based on our data. As with the vacation academies the district/school keeps class size small (below 12 students) and assigns a paraprofessional to each teacher. Prior to beginning either the vacation acceleration program or the summer learning program all teachers receive professional development in evidence-based practices, SEL, and the curriculum. The district/school funds the summer learning program by braiding funding from various sources such as Title I, IDEA, State acceleration grants, and general funding to the school.

The second evidence-based practice that the district has implemented and will continue to implement is the **purchase and use of HQIM**, prior to 2020, the district had inconsistent curricular materials and a hodgepodge of supplemental resources; instruction and curriculum varied not only grade level to grade level but classroom to classroom. Beginning in 2020, the district/school implemented *Wonders 2020* for ELA and *Zearn* for mathematics -- both rated as HQIM by *MA Curate* and *EDReports.org*. Over the course of the next four years the district implemented a SEL curriculum (*Second Steps* -- an approved DESE anti-bullying curriculum), *KnowAtom Science*, and *Savvas MyWorld Social Studies*. The district is currently on a curriculum review cycle that will allow curriculum in all subject areas to be purchased, implemented, and analyzed for results with new curriculum being implemented on a 5/6 year cycle to ensure that students

always have access to curricula that is evidence-based, highly rated, and aligned to the current state curriculum frameworks.

The third and final focus area is the implementation in **increased professional development** for teachers, administrator, and paraprofessionals. As the district has purchased an abundance of new curricula over the past few years, much of the professional development has been on implementation of that curricula. In addition, primary grades (K-2) have had increased professional development in foundational literacy instruction. This professional development in the primary grades has focused the use of explicit evidence-based literacy practices, use of data and progress monitoring to inform instruction, and integrity in implementing the tier I core literacy program. In tandem, all elementary teachers have continued to receive professional development in the core math program (*Zearn*) and in the supplemental math support program (*ST Math*). the district will continue to provide teachers, administrator, and paraprofessional professional development in implementing Tier I core curricula but will begin in SY 2024-2025 in providing educators with professional development in how to differentiate instruction in order to provide all students equitable access to the curriculum.

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

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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT

In this section, you will:

- **Analyze district data** to identify significant disparities in learning experiences and outcomes among student groups using the [Student Outcomes Comparison Tool](#) or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist.
- **Select student groups** who will receive focused support within your SOA plan as a result of your data analysis findings.

* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?

In conducting our analysis, SWD and low-income students have high rates of chronic absenteeism as do most subgroups in the school exceeding 10%. This in turn reduces the amount of curriculum students are exposed to over the course of a year. While SWD had the lowest rate of chronic absenteeism (15.6%) compared to all students at (20.8%) this still fell with in the definition of chronic absenteeism of 10% which equates to 18+ day of school missed. In addition, nearly a quarter of low-income (23.%) of experienced chronic absenteeism.

Another area of concern was the suspension rate for SWD and low-income students, SWD had double the rate of out-of-school suspensions as their regular education peers and low-income students had a 50% increase on out of school suspensions as their non low-income peers. The analysis of this data leads the district/school to the need to provide educators with assistance and professional development in meeting the needs of diverse learners and in ways to differentiate the curriculum so that all students have equitable access to it.

* 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?

A triangulation of the data suggests that while we are showing some progress in increasing the student growth percentile (SGP) for SWD and low-income students; however, the district must do more in terms of engaging students and their families. The district/school needs to develop an action plan to address chronic absenteeism and provide students and families with supports that allow all their students to thrive in school both academically and emotionally. In addition, the district needs to continue to provide all students with access to HQIM that address the state curriculum frameworks so that all students regardless of race, gender, socio-economic status, program designation (general ed, SED and/or EL) can access grade level standards. This is a two-fold process; first the district/school must ensure that educators have the HQIM and supplies they need and are adequately trained in implementing the curriculum with fidelity and integrity and secondly educators are provided professional development in evidence-based practices and in how to differentiate instruction to meet the needs of all learners.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

Students with disabilities, Low-income

Clear

Search...

[Select All](#)/[Deselect All](#)

☐ English learners

☒ **Students with disabilities**

☒ **Low-income**

☐ African American/Black

☐ American Indian or Alaskan Native

☐ Asian

☐ Hispanic or Latino

☐ Multi-Race, non-Hispanic or Latino

☐ Native Hawaiian or Pacific Islander

☐ White

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

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE’s accountability targets. *The composition of your district’s “Lowest Performing Students” group can be accessed via the [security portal](#).*

☒ * Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

The district/school will continue to communicate with families weekly via their "Dexter's Den" newsletters. This communication covers upcoming school events and happening for the week. In addition, the district/school will post pertinent and important information to their school's website, facebook page, and notify families and caregivers through their all-call system. The district/school will survey families regarding use of their ESSA funds and SOA plans. Annual Title I and ESSA nights will be held to inform families of their rights and responsibilities and on the progress of their child's school. The school/district will continue to notify families and care givers on the state of their school through DESE annual report cards and through communication regarding teacher and paraprofessional qualifications.

In addition, the district/school will reach out to families regarding participating in the school council and SPEC meetings and events. The district/school will leverage its social worker in regards to specific outreach to families in needs and the school in general will host a variety of events such as its' *Emerald Ball* to encourage family participation in school sponsored extra curriculars.

*** 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.**

The district/school plans to target SWD through its SPEC meetings and through communication from special education teachers and guidance counselors and social workers. In addition, SWD will be prioritized for vacation acceleration academies and summer learning opportunities and direct outreach will be made to

these families via telephone, email, and mailed communication to the students' home.

Regarding low-income students, as near 70% of the school population is deemed low-income, outreach will be made via general communication means, email, facebook, website, and the all call communication. In addition, students who are targeted for acceleration and summer learning programs will have outreach through their classroom teacher, guidance, and (if applicable) their special education and/or EL teacher. This communication will be via telephone, email, and direct mailing home.

The district will continue to utilized its guidance staff and social worker for general outreach to families and the general public when applicable.


*** 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.**

Stake holder groups were surveyed regarding the development of the district/school's SOA plan. In addition, the district considered teacher and paraprofessional surveys regarding professional development, The district/school also looked at its ESSA survey data when developing its current SOA plan. These results along with an analysis of school data both academic and VOCAL results were used and communicated to stakeholders.

☒ *** 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:**

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

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- ☒ ☐ EBP 1.1A Integrated Services for Student Wellbeing
- ☒ ☐ EBP 1.1B Enhanced Support for SEL and Mental Health
- ☒ ☐ EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

☒ ☐ EBP 1.2A Effective Student Support System

☒ ☐ EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

☒ ☐ EBP 1.3A Diverse Approaches to Meaningful Communication

☒ ☐ EBP 1.3B Students and Families as Valued Partners

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

☐ ☒ EBP 2.1A Inclusive Curriculum Adoption Process

*** 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.

The district/school has begun implementing its curriculum review cycle. In SY 2024-2025 the district/school will implement year I the selected math curriculum. In SY 2025-2026 the district/school will implement year I of the selected literacy curriculum, and in SY 2026-2027, the district/school will review a science program for selection and implementation in SY 2028-2029. In addition, the district will continue to provide Year II and Year III professional development of the new literacy and math curriculums. Year I professional development for new curriculum will focus on implementation with fidelity and integrity and the use of formative and summative data to inform instruction. Year II professional development will continue to focus on implementation but will focus more on the use of benchmark and progress monitoring data for small group/targeted instruction. In addition, during year II the district/school will begin to curriculum map the subject area. In year III, professional development will look at using precise and targeted evidence-based strategies to meet the needs of struggling students and students that present unique needs and that are not progressing at the same rate as their peers, this will include the implementation of tiered supports and more intensive progress monitoring. In addition, the curriculum map for the subject area will be reviewed and adjusted and revised as necessary with the inclusion of lesson plans into the *Atlas Rubicon* platform.

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

Fisher Hill Elementary School

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across**

all funding sources? Total included should be cumulative.

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

The district plans to use rural aid to purchase the new core mathematics program for implementation in the 2024-2025 school year. The district will use a combination for general funds and Title IIA professional development funds to support teachers in implementing the programing and in PD on meeting the needs of diverse learners.

*** 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**

The district/school will use the following metrics to measure the success: MCAS ELA & Math 2024 in comparison to MCAS 2025, 2026, & 2027 scores for Grades 3-6; and local assessments (*STAR Reading*, *STAR Early Literacy*, & *STAR Math*) for Grades 1-6. The district is looking to increase the percentage of proficient students by 5% annual from the established 2024 MCAS scores and the fall of 2024 local assessment (*STAR Reading*, *STAR Early Literacy*, & *STAR Math*)) scores.

☒ ☐ 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.

The district is currently in year I of implementation of the *Appleseeds* foundational reading curriculum that addresses phonic and phonemic awareness. The district has partnered with a consultant (TNPT) to assist and coach teachers in implementation of this curriculum and use of data to make informed decision regarding next instructional practices. In addition, the district has continue to provide a consultant for teachers on implementing their core tier I ELA curriculum (*Wonders 2020*) this individual has modeled in classrooms, coaches individual teachers, provided support during PLC meeting, provided professional development, and conducted walk throughs with administration and teachers to assess implementation and next steps for professional development and support. The districts plans to continue to provide year II support for staff in the *Appleseeds* implementation using the same consultant from TNPT and the district will continue to utilize a consultant/coach to work with teachers in class to support early grades literacy instructions. Both the TNPT consultant and the consultant/coach will focus on the use of benchmark and progress monitoring data (DIBELS) to plan next instructional steps and any reteaching that needs to occur in order for students to make appropriate and continued growth.

If teachers implement EBPs with integrity and receive the support they need to adjust instruction to meet the identified needs of students (from data) then all students will achieve the necessary foundation to become proficient readers.

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

Fisher Hill Elementary School

\$ 50,000.00 *** 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.**

The district will use a combination of DESE grant funds for *Appleseeds* implementation; Title IIA funds for on-going PD, coaching, and technical support; and general funds & Title I funds for any supplemental materials.

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

Instruction Leadership, 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?**

The district/school will use DIBELS 8 to monitor student success. The district/school's goal is to have 80% of students meeting benchmark by the end of Grade 2.

☒ ☐ EBP 2.1D Early Literacy Screening and Support+

FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning

- ☒ ☐ EBP 2.2A Effective Use of WIDA Framework
- ☒ ☐ EBP 2.2B High Leverage Practices for Students with Disabilities
- ☒ ☐ EBP 2.2C Collaborative Teaching Models
- ☐ ☒ EBP 2.2D Targeted Academic Support and Acceleration+

*** 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.**

The district/school will offered extended learning opportunities for struggling students during February and April Vacation Acceleration Program and during its Summer Learning Program. These programs will focus as intensive subject options with a concentration in ELA and mathematics. The groups will remain small with a 12:1 ratio of students to teacher. Each grouping will also include a paraprofessional for students academic and/or socio-emotional needs. The district will recruit educators with demonstrated success in closing student achievement gaps.

These extended learning opportunities will target students that demonstrate academic gaps, SWD and EL students. The district/school will use ongoing formative and summative data from State and local assessment to target specific students. The school will reach out to families inviting and encouraging students to attend the programs. Professional development for all educators will be provide prior to the acceleration and summer programs on meeting the needs of diverse learners and on evidence-based instructional routines. In addition, the district will explicitly focus on students with chronic absenteeism in order to provide them with additional time and exposure to curricula that they missed due to excessive absenteeism.

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

Fisher Hill Elementary School

\$ 600,000.00 * **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.**

The district will use a variety of funding sources, braiding grant and general funds as appropriate to meet the needs of identified learners. Some funding sources to be utilized are: general funding, Title I funds, IDEA funds, and any available state funding that will address additional time outside of the regular school day for academic supports.

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

Instruction Leadership, Other Teaching Services, Instructional Materials, Equip., and Tech. (+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?**

The district will utilize local assessments to assess the merits of the extended learning time programs. Students that attend the acceleration program will be compared to like peers that did not attend the acceleration programs. In addition end of year benchmark data will be compared to beginning of year benchmark data to assess if students that attended the summer learning program made progress and reduced summer slide as compared to their like peers that did not attend summer programming.

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

*** 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.

The district/school will provide teachers, administrators, and paraprofessionals with high quality profession development in curricula, evidence-based practices, use of formative and summative assessments, and in differentiating instruction to meet the needs of divers learns so that all students have equitable access to the curriculum. The professional development will be tiered to teacher's needs with all teachers initially receiving training and support in implementing new HQIM with fidelity and integrity. Teachers will be supported in the developing lessons that are aligned to the current curriculum frameworks and that employ evidence based practices. In stage two of the professional development cycle, teachers will receive coaching and support in using formative and summative data to adjust practice to allow for reteaching and going deeper into the content to ensure that all students regardless of programing (SWD and EL students) have equitable access to the core curricula. In stage three of the professional development, educators will receive professional development in how to differentiate instruction for small groups and individuals. Educators will also receive on-going support in how to progress monitor students and adjust practices so that all students make meaningful growth and close any academic gaps.

As with well designed curriculum, the professional development for educators will spiral and allot for educators to have multiple opportunities to review previous learning and to develop a deep mastery of the curriculum and the align current Massachusetts Curriculum Frameworks for its specific content area. Educators will utilize this knowledge to curriculum map the subject areas for their respective grade level so that the curriculum is aligned both vertically and horizontally so that all students have equitable access to it.

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

Fisher Hill Elementary School

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

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

The district/school will use a combination of general and grant funding (Title IIA, IDEA, and Title I -- for meeting the needs of diverse learners and in supplemental supports)

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

Instruction Leadership, Classroom & Specialist Teachers, Other Teaching Services (+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?**

The district will use the 2024 MCAS baseline in ELA and Math in comparison to the MCAS 2027 scores. The district will also use its locals assessments: DIBELS, STAR Early Literacy, STAR Reading, and STAR math as progress monitoring 3X annually to assess progress and to make any necessary adjustment to practice and support offered. In addition, the district will survey educators annually regarding their professional development needs.

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