

Key Evidence-based Programs in District's SOA Plan

Orange (0223) Public School District - FY 2025 - SOA Plan Progress Report - Rev 0

In this section, you will indicate which evidence-based programs are detailed in Section 5 of your district's SOA Plan (FY25-FY27)

* Please select the evidence-based programs that are detailed in Section 5 of your district's SOA Plan (FY25-FY27). (Select all EBPs that apply from the list below)

2.1A Inclusive Curriculum Adoption Process, 2.1C Comprehensive Approach to Early Literacy (+2 others)

Clear

Search...

Select All/Deselect All

☐ 1.1A Integrated Services for Student Wellbeing

☐ 1.1B Enhanced Support for SEL and Mental Health

☐ 1.1C Positive School Environments

☐ 1.2A Effective Student Support System

☐ 1.2B Comprehensive Tiered Supports

☐ 1.3A Diverse Approaches to Meaningful Family Engagement

☐ 1.3B Students and Families as Valued Partners

☒ **2.1A Inclusive Curriculum Adoption Process**

☐ 2.1B Supporting Curriculum Implementation

☒ **2.1C Comprehensive Approach to Early Literacy**

☐ 2.1D Early Literacy Screening and Support

☐ 2.2A Effective Use of WIDA Framework

☐ 2.2B High Leverage Practices for Students with Disabilities

☐ 2.2C Collaborative Teaching Models

☒ **2.2D Targeted Academic Support and Acceleration**

☐ 2.3A Authentic Postsecondary Planning

☐ 2.3B High-Quality Secondary Pathways and Programs

☐ 2.4A Expanded Access to Pre-Kindergarten

☐ 2.4B Extended Learning Time

☐ 2.4C Effective Programming for Multilingual Learners

☐ 2.4D Diverse Enrichment Opportunities

☐

- ☐ 3.1A Intentional Hiring Systems
- ☐ 3.1B Enhanced Pathways to Increase Educator Diversity
- ☐ 3.1C Educator Preparation Partnerships
- ☐ 3.2A Inclusive School Communities
- ☐ 3.2B Retention Support Programs
- ☒ **3.2C Pathways for Professional Growth and Leadership**
- ☐ 3.3A Resource Allocation Aligned to Student Success
- ☐ 3.3B Support for Effective Team Practices:
- ☐ 3.3C Collaborative Labor-Management Partnerships

Section 1: Summary of Progress to Date (Academic Year 2024-2025)

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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

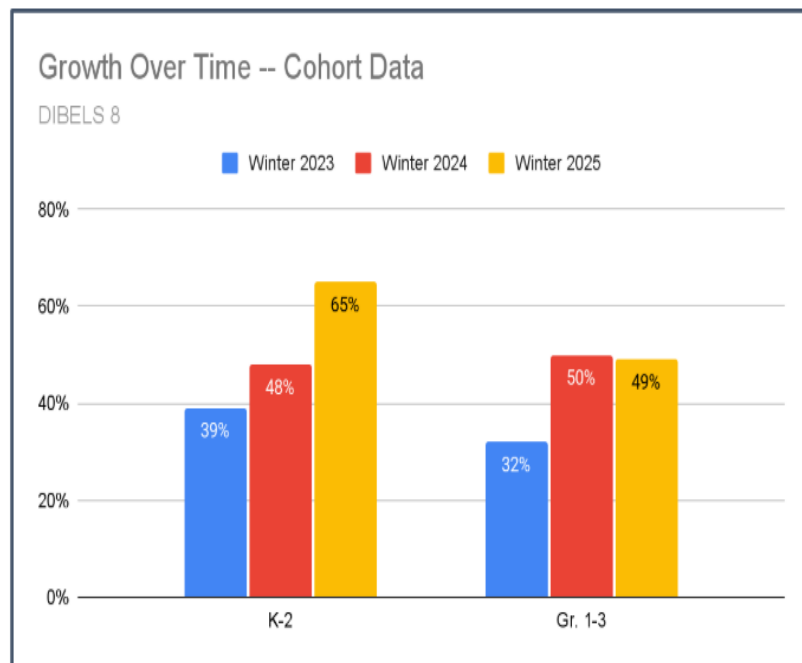
* **Implementation Activities:** During academic year 2024-2025, what steps did your district take to launch, expand, or deepen the implementation of each EBP in your SOA Plan?

Regarding EBP 2.1A Inclusive Curriculum Adoption Process: Over the last few years, the district has worked diligently to move the Orange Elementary School onto a curriculum adoption process. Prior to 2020, there was not consistent curriculum in place and teachers utilized a modge podge of materials from grade level to grade level and from class to class. Beginnin in SY 2020-2021 the district implemented the Wonders 2020 Reading Program and the Zearn Math program for Grades K-6. Both of these curricular products were deemed as HQIM as rated by EDReports.org. Unfortunately, prior to the implementation of these programs, schools were shut down for Covid and the 2020-2021 school year was a remote year for students with teachers implementing these new programs while engaging students virtually online. The accountability rating for the district in 2021 was at the 9th percentile with the school being categorized as "requiring assistance or intervention". Over the next few years with the support of ESSER II funds, the district was able to purchase HQIM core materials for ELA, math, and science. In addition the district used general funds to purchase core social studies and SEL curricula. As a result, beginning in the 2023-2024 school year, established HQIM materials were being consistently utilized in all grades (K-6) for the following subject areas: ELA (Wonders 2020), Math (into Math); Science (KnowAtom); Social Studies (Savvas, MyWorld); and SEL/Anti-Bullying (Second Steps). As a result, there was consistent implementation of curriculum for all students in grades K-6. The district saw the accountability rating go from the 9th percentile in 2021 to the 24th in 2024; with the district being categorized by DESE as "Not requiring assistance or intervention".

Regarding EBP 2.1C Comprehensive Approach to Early Literacy: In SY 2021, the district was engage in a DESE Early Grades Literacy Grant (EGLG) that provided the school with comprehensive coaching (over 100 hours of direct in classroom support and PD) in the the science of reading (SOR). the consultant worked with district and building administration to develop a tiered response to literacy and established walkthrough protocols to ensure that all students were receiving evidence-based instruction using HQIM. Over the course of the next few years, the district added to their comprehensive approach to literacy and

adopted the Appleseed foundational skill program for Grades K-2. The district continued to work with the same consultant that they had worked with for the EGLG (using other grant and district funds) to continue to support this curriculum implementation. In addition, the district partnered with TNPT as part of their Appleseed implementation to ensure that the foundational program was implemented across grade levels with fidelity and integrity through the establishment of coaching, PD, and walkthroughs. As a result the district has seen an increase in students reaching benchmark (as measured by DIBELS) in foundational skills. The cohort of Grade 2 students that had Appleseeds for 2 years shows the students moving from a 39% proficiency rate to a 65% proficiency rate (mid-year) and the district anticipates that this proficiency rate will increase by the end of the year.

DIBELS 8 Assessment: Cohort Proficiency Growth



K-2 Cohort: ALL students after 2 years with Appleseeds

Gr. 1-3 Cohort: 50% of the students after 2 years with Appleseeds

In addition, to the implementation of HQIM materials for foundational skills (Appleseeds) the district has also employed a rigorous tiered support team. There are currently six individuals dedicated to K-2 tiered supports. There is one specifically designated Special Education teacher, Two Title I teachers (both of which are also licensed as special education teachers, with one of the two also being a license reading teacher), two full time paraprofessionals with one working directly under the supervision of the licensed Title I reading teacher and the other working directly under the supervision of a licensed elementary mathematics teacher. In addition, the district employs a retire kindergarten teacher that provides targeted interventions as needed. the district has made this commitment to

its youngest learners as they realize that the needs of the students entering kindergarten have not changed and that the number of students requiring early intervention has increased over the years. To address this issue the district currently has 2 full time PreK teachers and one 1/2 time PreK teacher who also works 1/2 time as the early childhood coordinator.

Regarding EBP 2.2D Targeted Academic Supports and Acceleration: Since the summer of 2021, the district has offered vacation targeted vacation acceleration programs in ELA and math mathematics during its February and April vacations. These programs run 20+ hours each vacation week and are focussed on specific ELA or math standards identified as areas of need. Students for these academies are selected by teachers based on assessment data and classroom performance, students targeted for these academies typically fall into the categories of low-income and SWD (our target subgroups for our SOA plan). In addition, the district offers a 4-week summer program for students to prevent summer slide. Students with extended year services (SWD) and EL students are prioritized for this program. Once SWD and EL students are enrolled the district opens the program up to the general population of students, the majority of which (around 70%) fall into the low-income subgroup.

Regarding EBP 3.2C Pathways for Professional Growth and Leadership; the district has made a concerted effort to provide teachers with professional development in HQIm and evidence-based practices. This year, teachers received PD in the implementation of the new math program (into math), the year 2 science program (KnowAtom), the year 2 social studies program (Savvas MyWorld), the year 2 SEL/Anti-bullying program (Second Steps), and in the new district assessment system (NWEA MAP Growth). In addition, a small group of teachers were provided with support on use and implementation of the district walkthrough tool and joined the district walkthrough team -- monthly, these individuals join building and district administration to assess the level of curriculum implementation, evidence-based practices, and to determine the next steps needed for professional development. The district has also hired retired teachers to act as coaches and mentor for any teacher who does not yet have professional status in the district, these mentors/coaches work individually with teachers on classroom management, instructional planning, and model lessons for teachers -- this has lead to greater teacher retention.

*** 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?

The district is seeing early evidence of change by use of the following:

- movement from the 11th percentile (DESE accountability in 2023) to the 24th percentile for 2024
- cohort early literacy data for Grades K-2 shoe an increase of students at benchmark (as measured by DIBELS) from 39% to 65%
- Using walkthrough data, the district is seeing an increase in teachers implementing the core curriculum with fidelity and consistency in classroom instruction among grade levels -- as a results, all students are receiving high quality instruction regardless of their teacher and exposure to the same HQIMs
- a reduction for all (except gr 6 ELA -- they were stagnate in ELA) in all students not meeting expectation in ELA and Math (Grade 3-6)

*** 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

Regarding our targeted sub groups:

- SWD out performed their state peer with an SGP of 54 as compared to 45 (grades 3-6) in ELA
- Low income students exceeded their state peer in regards to SGP with a 51 SPG compared to the state average of 47 for low income students in ELA
- Low income students outperformed that peers in the state with a SS in science of 487 as compared to 480; and SWD closed the gap to 2 points as compared to an 8 point gap in 2023

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 2025-26 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.)*

While the district has continued to see the benefit of vacation program acceleration academies, they do not have the funds going forward for the 2025-2026 school year to maintain these academies with out sufficient support from State grants. The district was able to implement these academies this school year 2024-2025 due to being able to rollover a significant amount of Title I funds through the approval of a Flex-Ed waiver. The district made the decision to discontinue the acceleration academies going forward (unless other funding becomes available) and to focus on its rigorous summer program which services a larger number of students. The district will continue to target SWD, EL, and low income students for this program. In addition, the summer program will continue to focus on specific ELA and math standards as identified by State and local assessment data.

In addition, the district will move forward with PD that is targeted more to instructional evidenced based practices, rather than uniformity in curriculum implementation as their walkthrough data has indicated that educators are comfortable and able to implement curriculum with fidelity and integrity but now are ready to learn strategies and techniques for meeting the individual needs of smaller student population groups. The district will provide PD in such areas as, content area literacy and AVMR math

* What steps will your district be taking to expand, deepen, and/or strengthen the implementation of the EPBs in its SOA Plan during the 2025-2026 school year?

The district will continue to deepen educators understanding of EBPs with professional development that moves from the general implementation of practice for all students to differentiating this practice for individual students based on benchmark and progress monitoring data. The district will continue to employ onsite coaches (as much as they are financially feasible) to assist both new and veteran teachers. The district has shown success by employing retired teachers from the district that are familiar with both the school and the outside community. These individuals are perceived and valued by the teaching staff and are viewed as credible individuals versus "outsiders". wherever possible, the district will contract with these individuals as consultants

Section 3: Engaging Families/Caregivers and Other Stakeholders

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In this section, you will describe:

- activities implemented in 2024-2025 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 2024-2025 school year.

** Please briefly describe your districts efforts during the 2024-25 school year to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.*

During the 2024-2025 school year the district has engaged families and stakeholders in various way. The district began using a new communication platform, Parent Square, to communicate with families via text, email, and telephone. Messages can be sent and received from families in over 75+ native languages. In addition, teachers began using the App, Talking Points, to communicate with families in their native language that previously struggled with communication with teachers. This app translate messages to and from individual teachers and parents/caregivers in families native language assist the school and family with creating a partnership to support all students.

In addition, the district has sent out various survey to families to gather input, such as: ESSA, SOA, Title I, etc. The district has also held virtual events for families in understanding ESSA and its funding process, pamphlets where handed out to families regarding Title I services and the school-wide Title I program at parent conferences and open house. The school held a family & community literacy night in November to share information about it's Title I program, another Literacy event was held in February for families stressing the importance of early literacy skills (Glow-Night Literacy), and in May the district will be presenting to families on the early literacy foundational skills program, Appleseeds, where teachers will model lessons to share with parents the skills their child(ren) are learning. In addition, a spring PreK and Kindergarten registration event will be held with the early childhood coordinator working with families on preparing their child(ren) for entrance to Prek and/or kindergarten in the fall and on ways to support students. The district also continues to hold SPEC meeting for families with SWD to seek input and to review the district's special education program.

The district is using responses and feedback from the surveys generated and from questions and feedback from in-person events to inform and shape their outreach to families. The district is using sign-in sheets and survey responses as a metric to determine outreach activities.

* 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 2024-25. *(Districts may use the metrics described in their SOA Plans, or other relevant metrics)*

On average, the district receives approximately a 10% response to surveys. However, in terms of participation in events the district has noted that there is a larger turn out for events that are more social in nature such as the Emerald Ball with over 200 parents and children in attendance than in events of a more academic nature Daryl Cobb, author night with approximately 60 parents and children in attendance. As a result, the district has begun to host more family inclusive events that are more recreational in nature and to embed presentations regarding Title I and other school programs in an attempt to draw a larger crowd.

* Please briefly describe the following types of stakeholder engagement during the 2024-2025 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

The district plans on sharing updates on the SOA implementation and early evidence of change with stakeholders groups via school committee meetings and with postings on the school's website. the district continues to seek feedback from stakeholders via survey and from Q & A sessions after school committee presentations. In turn the district will review this feedback to make adjustments to its SOA plan based on early evidence data and the feedback it receives from various stakeholder groups. Updated SOA plans will be posted to the district website and shared with the school committee.