Section 1: Summarize your district's plan

Mohawk Trail (0717) 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.

Mohawk Trail Regional School District has developed an SOA plan that will bolster ongoing efforts to build a strong Multi-Tiered System of Supports for literacy in grades K-8. As we work toward fully implementing high quality instructional materials for literacy, we will support educators with professional development and coaching in effective instruction at each of the tiers. The district is committed to developing and enhancing the following evidence-based programs to address disparities in performance between student groups in our district, and accelerate the improvement of low income students and students with disabilities.

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

EBP 2.1C Comprehensive Approach to Early Literacy: Develop and implement a comprehensive approach to early literacy education that is supported by high-quality literacy core curricular materials that encompass foundational skills

EBP 2.1 D Early Literacy Screening and Support: Administer a reliable early literacy screening assessment to identify students who require additional support. Provide research-based interventions tailored to each student's learning needs and delivered by appropriately trained staff members

These investments include grant and local funding for instructional materials $20,000, consultation/professional development $80,000, job-embedded coaching $228,000, distributed leadership $20,000, assessments and supplemental learning learning platforms $40,000. The total investment in evidence-based strategies is $388,000 over the next three years.

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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 the Mohawk Trail Regional School District, when looking at a number of measures including dropout rate, suspensions, MCAS performance, and absenteeism, the disparity between outcomes for students with disabilities and the general population is the most significant and persistent among all subgroups.

Academic outcome disparities are evident for both math and literacy, and are the most pronounced for literacy. We see a similar significant, though less dramatic, gap in most outcomes for students in the low-income subgroup. The students with disabilities and low-income student subgroups are a large percentage of our overall population, 23% and 44%, respectively. For that reason, we consider this a systemic issue that cannot be addressed by targeted interventions alone. Our focus must be at both the system and instructional level, and so our district plans to continue to focus on the development and implementation of a robust multi-tiered system of support for literacy. The system overhaul was begun in the 2021-2022 school year. There has been meaningful progress in terms of capacity-building, process outcomes, and student outcomes, yet there is much left to do.

Addressing the literacy learning needs of all students and specific subgroups effectively is a complex undertaking that requires a multi-faceted, multiyear effort. Our intention is to continue to build out many components of the MTSS for literacy, with greater prioritization of effective differentiated instruction, targeted intervention, and inclusive practices.

* 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?

Our analysis of internal data from literacy screening tools indicates that we continue to have a high percentage of students in need of intervention in order to meet grade level benchmarks in literacy. And while student response to intervention is generally strong, it lags for our most striving learners. We see similar trends looking at student writing samples and other curriculum-based literacy measures. This indicates a need for continued improvement of tier one instruction, particularly in the areas of differentiation and scaffolding of the core, and an improved system of interventions. In addition to continued work on all areas of our literacy plan, we will prioritize the following in order to address the disparities across student groups:

1. Effective Core Literacy Instruction:

Utilizing collaborative learning structures such as co-planning, analyzing student work, and lesson-study alongside coaching with specific feedback to more effectively implement differentiated tier one instruction.

Integrating explicit and systematic writing instruction into the core ELA program.

Using science of reading concepts to differentiate core instruction and tier one practice opportunities for learners in different stages of the reading learning progression.

2. Refining Data-Informed Decision-Making to Target Instruction:

Continuing professional development to strengthen the understanding of the typical learning progression for early literacy

Consistently using common protocols for analyzing data to group, instruct and monitor student progress in targeted literacy skills

Utilizing the Continuum platform to streamline data analysis and provide greater transparency and consistency of data-informed decisions

3. Improving Implementation of Research-Based Literacy Interventions:

Continuing professional development on the science of reading, including application and practice of evidence-based strategies

Ongoing coaching for specialists, teachers and paraeducators delivering small-group instruction

Ensuring instructional materials match best practice and targeted skills

Ensuring the intensity of need is matched by the intensity of services and specialized skills of the instructo

* 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

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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.*

The Mohawk Trail Regional School District prides itself on close community connections and meaningful, regular communication with caregivers and families. Engagement occurs through multiple approaches, including, but not limited to those listed below.

Key Engagement Approaches:

Monthly meetings of Local Education Councils (LECS) and the district Special Education Parent Advisory Council (SEPAC)

Community membership on change-initiative leadership bodies

Events (celebrations of learning, open houses, student-led conferences, arts, literacy and math nights, awards, inductions, etc.)

Workshops for caregivers.

Diverse regular school and district communications (website, newsletters, social media), supported by a communication specialist who does in-depth reporting on teaching and learning

Reports to, professional development for and meetings with the School committee and its subcommittees

Task forces, often supported by outside consultants, responsible for monitoring and evaluating district change (engaged in activities such as focus groups, audits, self-study)

Principal Coffee Hours

Regular Teacher/Staff/Adviser/Guidance - outreach to caregivers about student learning, curriculum, and educational resources

Community, Caregiver and Student Surveys - for both specific initiatives, feedback on communication, and general feedback

* 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.*

Community, Caregiver and Student Surveys - for both specific initiatives, feedback on communication, and general feedback

* 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.*

Strategic Planning Process - long term look at system-wide issues that identified MTSS in literacy as a critical need. Included community surveys, focus groups of caregivers, students and community members, and regular and ongoing work with school committee and district/school leadership teams.

Literacy Plan Development - audit of all staff, distributed leadership responsible for implementation, ongoing evaluation and plan updates; yearly goals, goals, actions and outcomes. Regular analysis of data.

Instructional leadership teams - Analysis of data; development of yearly focus areas

Engagement through LECs and SEPAC - Regular discussions of the ongoing literacy work, school improvement goals and student outcomes. Data analysis and input into proposed focused SOA plan.

Data presentations and monthly school committee meetings, professional development sessions

☑ *** 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.**

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☑ *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:
	03/13/2024 🗓

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

☐ ⊞ EBP 2.1B Supporting Curriculum Implementation

☑ ⊟ EBP 2.1C Comprehensive Approach to Early Literacy +

* 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.**

Current (23-24) Literacy Plan

Our district curriculum committee spent a year studying, piloting, and selecting a high-quality curriculum for ELA. The curriculum has a core block and a small-group component for targeted practice. We are in the second year of implementation of the core and first year of the small-group component of the curriculum (EL Education). Teachers have engaged in professional development to understand the science of reading, and to understand the EL curriculum design. The focus of the next three years is to improve core instruction to meet the needs of all learners, particularly those with disparate learning outcomes (low-income students and students with disabilities). To that end, the following elements of our plan will continue over the next three years:

- Distributed leadership and oversight of the district literacy plan that includes administrators, teachers, specialists, a literacy coach, and a Hill for Literacy consultant, to ensure implementation continues and progress is monitored in every school

- Instructional Leadership Teams at each elementary school that support consistent implementation of the curriculum through non-evaluative learning walks and school-based professional development. Instructional focus areas include the use of curricular protocols to promote engagement and equity, differentiated instruction, and use of the science of reading to provide scaffolds so that all students can access the grade-level curriculum

- Administrator (superintendent, principals, curriculum director) learning walks to calibrate and improve observation and feedback for core ELA instruction and to ensure consistent standards across schools

- Instructional coaching for individual educators, and curriculum/grade-specific professional development for all teachers focused on differentiating and scaffolding the core curriculum

- Professional development on the science of reading, emphasizing techniques for small group instruction, followed by application and practice.

- Implementation of systematic, explicit, direct and targeted small group instruction for all students, using core curricular resources and supplemental texts, to support foundational literacy skill acquisition

- Collaborative professional learning including analysis of student work samples, peer observation, lesson study, and strategic co-planning of lessons

- Layering of systematic writing instruction into core ELA instruction, using Project Read's "Written Expressions" program

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

All elementary schools, with most strategies also in place in the middle school

$ 204,000.00 *** 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 and Instructional Coaching: $154,00
Leadership and Professional Development Stipends: $20,000
Instructional Materials, Equipment & Technology: $30,000

Total: $204,000

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

Instruction Leadership, Professional Development, Instructional Materials, Equip., and Tech.   Clear

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Search...
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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 percentage of students meeting or exceeding on 3rd Grade ELA MCAS

- Increase in percentage of students to 80% meeting or exceeding grade level benchmarks on early literacy end-of-year screening in grades K-3

⊟ ☑ EBP 2.1D Early Literacy Screening and Support +

* 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.**

Administer a reliable early literacy screening assessment to identify students who require additional support. Provide research-based interventions tailored to each student's learning needs and delivered by appropriately trained staff members

Current (23-24) Literacy Plan

Over the last few years, the district has implemented universal screening tools and diagnostic assessments for identifying students in need of intervention and understanding student learning profiles in literacy. We have adopted a common assessment calendar and data-collection process, have done professional development on assessment administration, and have implemented a common cycle for data meetings. Aggregate data is used to monitor overall progress toward grade-level benchmarks in foundational literacy skills and to identify professional development and coaching needs. Classroom-level data is used to identify students in need of intervention, determine their focus for instruction, and to make decisions about tiered instructional plans. We have made progress on implementing these procedures, are seeing student growth across multiple measures, and are getting better at targeted instruction. Following the pandemic, our tiered model showed that the overwhelming majority were in need of tier 2 and, often tier 3 instruction in order to meet grade-level benchmarks. More recent data shows a much smaller percentage of students requiring intervention, and we anticipate that with better systems, improved tiered instruction, and a more consistent approach to data-informed decision-making, this progress will accelerate. This acceleration is particularly important for student subgroups with disparate outcomes, so focused attention will be given to ensuring intervention is highly-effective. These are the areas of our plan that will be strengthened to that end:

- Ongoing professional development about the learning progression for early literacy

- Principal facilitation of building-based data meetings five times per year, with support from Hill for Literacy consultants. Co-facilitation and strategic support from literacy coach and curriculum director.

- Adherence to and refining of protocols for data-informed decisions about student grouping, instructional plans, and evaluating response to intervention

- Common data-meetings decisions reports to be generated, shared and regularly reviewed in consultation sessions

- Training and instructional coaching for specialists, teachers and paraeducators that deliver intervention and specialized instruction.

- Regular observation and feedback on small-group instruction by building principals

- Ensuring instructional materials and intervention lesson plans are consistent across buildings and align with the most foundational instructional need of students receiving intervention

- Scheduling specialists and additional staff so that they can provide small group intervention to students during each grade-level's intervention block

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

All elementary school district-wide

$ 184,000.00 *** 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 and Instructional Coaching: $154,000
Instructional Materials, Equipment & Technology: $30,000

 Total: $184,000

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

Instruction Leadership, Professional Development, Instructional Materials, Equip., and Tech.   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?

- Decrease in the percentage of students in need of strategic and intensive intervention in literacy

- Increase in the percentage of students showing growth on progress-monitoring measures at or above the rate needed to meet the end of year grade level benchmark score

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 +

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