

Section 1: Summarize your district's plan	
Haverhill (0128) 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 district seeks to increase evidence-based English Language Arts programming this school year. The school system plans to move away from our present Fountas and Pinnell reading program and will be adopting the "science-based " reading curriculum Wit & Wisdom by Great Minds. Our goal is to begin to use this curriculum in Grades K-5. Our English Learners, Students with Disabilities and Low Income students in particular, need more support in all of the domains of reading: phonics, phonological awareness, high-frequency words, vocabulary & comprehension. While we have a robust system of Tier II interventions that has allowed us to address specific student deficits, we believe that until we have a fundamental shift in Tier I – classroom instruction, with supports in place for all students, we will continue to have large numbers of students reading below grade level. In order to support students further, we are currently looking at structuring models that would allow for more push in support for Tier I from Multilingual Learner teachers as well as special educators. We intend to use new and existing resources to support the move across our elementary schools to the Wit and Wisdom reading curriculum. Wit & Wisdom stands out for its robust integration of science principles into the reading process. It aligns closely with the contemporary emphasis on science-based literacy and preparing our students for future jobs and experiences. This curriculum offers a comprehensive framework that enhances reading comprehension skills, scientific inquiry, and critical thinking skills. Wit & Wisdom offers built in scaffolds to meet the needs of all learners. It also has a multilingual learner guide to	

support teachers when planning for multilingual learners in their classrooms. We will continue to teach Foundational Skills using Letterland for Phonics as well at Heggerty as needed for Phonemic Awareness.

Furthermore Wit & Wisdom is designed to be adaptive and inclusive, catering to diverse learning styles and abilities. Its structured yet flexible approach allows our teachers to tailor instruction to meet the needs of individual students. The emphasis on the real-world application of scientific concepts will enable students from many different backgrounds to call upon shared prior knowledge from beyond the classroom.

We have piloted Wit & Wisdom in 2 school this 23/24 school year and have been impressed with student engagement and writing outcomes. Our DESE supported LAN (Literacy Acceleration Network) Team and TNTP (The New Teacher Project) encourage this move in the coming school year. The district is actively seeking grant funding for this literacy initiative to expand to all schools in grades K - 5. Should we not obtain additional funding, we will continue our pilot of Wit & Wisdom in 2 schools in SY 25 and hope to expand the use of the HQIM in SY 26. By SY27, all classrooms in Grades K-5 will be fully implementing the Wit & Wisdom Curriculum

Section 2: Analyze Your Data and Select Student Groups for Focused Support	Haverhill (0128) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0 Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving. 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 the data analysis for Haverhill Public Schools, the most significant disparities in student learning experiences and outcomes were observed in the following areas and among specific student groups: 1. ELA (English Language Arts) Proficiency: ◦ Hispanic/Latino Students: The district heat map showed the highest disparity in ELA proficiency among Hispanic/Latino students, with a rate of 42.1%. This indicates a significant gap in English language skills among this demographic group compared to their peers. 2. MCAS Scores for ELA: ◦ Students with Disabilities: Grades 3, 6, and 8 exhibited the greatest disparities in meeting and exceeding ELA standards. This suggests that students with disabilities in these grade levels may require additional support and resources to improve their ELA proficiency. ◦ English Learners (EL): Grades 6, 8, and 10 showed significant disparities in meeting and exceeding ELA standards among English Learners. Targeted language support and interventions are essential to address these gaps and improve outcomes for EL students.

3. Student Growth Percentile (SGP):

- Students with Disabilities: Grade 10 students with disabilities had the greatest disparities in SGP. This indicates that these students are not making the expected progress compared to their peers, highlighting the need for tailored interventions and support.
- Low-Income Students: Disparities in SGP were also significant among low-income students, indicating a need for additional resources and support to ensure academic growth.
- Hispanic/Latino Students: Additionally, Hispanic/Latino students showed significant disparities in SGP, suggesting that targeted interventions are necessary to address the unique challenges faced by this student demographic.

These findings underscore the importance of targeted interventions and resources to address disparities in ELA proficiency and student growth among specific student groups, including students with disabilities, English Learners, low-income students, and Hispanic/Latino students.

*** 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?**

After reviewing the data, it's clear that our English Learners, Low Income students and students with Disabilities require additional support. Utilizing the iReady placement level data across reading domains has been instrumental in identifying specific student deficits, allowing for structured groupings during Tier I instruction and intervention groups. Implementing iReady Literacy tasks alongside the diagnostic assessment provides further insight into reading progress and areas needing targeted support for K-5 students. Our School-Based Walkthrough teams have collected valuable classroom data, facilitating teacher feedback and coaching, focusing Professional Learning Communities (PLCs), and guiding targeted professional development. Collaborating with DESE, TNTP and LAN has enabled us to visit classrooms, identifying both strengths and areas for improvement. Through our observations, we emphasize the importance of all students having access to grade level texts, explicit and systematic lesson sequencing, deeper questioning, structured writing opportunities, and empowering students to take ownership of their learning. Within our Multi-Tiered System of Supports (MTSS), we are actively seeking ways to inclusively support all MLL, Low Income and Special Education students during Tier I instruction. By implementing these strategies, we can address disparities across student groups and ensure that all students receive the necessary support to thrive academically.

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

English learners, Students with disabilities, 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.
In Haverhill Public Schools, we prioritize family and community engagement as a key component of our educational approach. To ensure continuous evaluation and strengthening of these relationships, we implement several approaches: • Annual Title I Information Night: We host an annual event where families are informed about Title I funding allocations, school compacts, and their rights as parents to know about their child's education. This event serves as an opportunity for families to learn about resources available to them and how they can be involved in their child's education. • Opportunities for Decision Making: Families are encouraged to join the Parent Teacher Organization (PTO), School Site Council, or District Parent Council, providing them with a platform to participate in decision-making processes that impact their children's education and the broader school community. • Multiple Communication Channels: We provide families with various communication channels to stay connected with teachers and the school, including school phone numbers, email addresses, district and school websites, the district Facebook page, and the Remind app. This ensures that families can easily reach out for support and information. • Training and Support on Online Platforms: We offer training and support to families on utilizing online platforms that can be accessed from home, enhancing their ability to support their child's learning outside of the classroom.

• Academic and Social Family Events: Throughout the year, we host academic and social events that bring families together, fostering a sense of community and providing opportunities for families to engage with their child's school experience in a positive way. • Regular Communication of Student Progress: Families receive assessment reports, progress reports, report cards, and are invited to parent-teacher conferences to stay informed about their child's academic progress and areas for improvement. • Feedback Collection: We actively solicit feedback from families through surveys and conversations, ensuring that their voices are heard and that their input informs decision-making processes within the district. To meaningfully engage with families and caregivers of student groups targeted for accelerated improvement, we will take additional steps: • Targeted Outreach: We will specifically reach out to families of students from targeted groups through personalized communication and individual meetings, ensuring they are aware of available resources and opportunities for involvement. • Tailored Support: We will provide tailored support to families, including workshops and training sessions focused on addressing the unique needs of their children and providing strategies for supporting their academic progress at home. One example is the family literacy workshops that have been implemented by our multilingual department. • Cultural Competency Training: We will provide cultural competency training for educators and staff to ensure that interactions with families from diverse backgrounds are respectful, inclusive, and conducive to meaningful engagement. An example of this is the use of the Wit and Wisdom parent letters that are available in multiple languages of our student population. These letters inform families of learning topics and questions to ask. By implementing these strategies, we aim to strengthen partnerships between schools, families, and the community, ultimately supporting the academic success and holistic development of all students.
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*** 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.**

To measure increased family engagement with parents/caregivers of students in targeted groups over the next three years , we will implement the following strategies: • Results from Parent Surveys: Conduct regular surveys to gauge parents/caregivers' perceptions of their engagement with the school community, including their involvement in school events, communication with teachers, and participation in decision-making processes. • Participation at Title One Events: Track attendance at Title One Information Nights and other Title One events to assess the level of engagement of parents/caregivers, particularly those from targeted student groups. • Participation at SEPAC Events: Monitor participation rates at Special Education Parent Advisory Council (SEPAC) events to evaluate the engagement of parents/caregivers of students with disabilities.
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- Results from Online Platforms: Utilize data from online platforms accessible at home, such as the district website, parent portals, and communication apps, to measure engagement metrics such as login frequency, interactions with posted resources, and participation in virtual events or discussions.
 - Participation at Conferences and Site Councils: Measure attendance at parent-teacher conferences, School Site Council meetings, and other decision-making forums to assess parent/caregiver involvement in school governance and decision-making processes.
 - Participation in Multicultural Family Events: Monitor attendance and participation rates at multicultural family events, such as cultural celebrations or diversity workshops, to evaluate engagement levels among families from diverse backgrounds.
 - Literacy Nights: Track attendance at literacy nights and other academic-focused family events to measure parent/caregiver involvement in supporting their children's academic development, particularly in literacy skills.
- By regularly collecting data from these various sources, we can analyze trends in family engagement over time and identify areas for improvement. This data-driven approach will allow us to tailor our strategies and interventions to better meet the needs of parents/caregivers of students in targeted groups and ensure that their engagement continues to increase over the next three years.

*** 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.**

- School Site Councils- make sure each site council has representation from school community
 - District SEPAC
 - Title One Surveys
 - Participation at Title One Nights
 - Community Partnerships
 - Participation in ML parent nights
 - Participation in Kindergarten Registration Nights
- To integrate the perspectives of these stakeholder groups into the three-year plan:
- We analyzed the feedback and input gathered from each stakeholder group to identify common themes, priorities, and areas of consensus.
 - We ensured that the objectives and action steps of the SOA Plan reflected the diverse perspectives and priorities of our stakeholders, with a focus on equity, inclusivity, and student-centered approaches.
 - We incorporated specific strategies and initiatives that directly addressed the needs and concerns raised by each stakeholder group, ensuring that the plan was responsive to their input.
- To continue engaging stakeholders throughout the implementation of the plan:

- We will establish regular communication channels, such as newsletters, meetings, and updates, to keep stakeholders informed about progress, challenges, and opportunities related to the plan's implementation.
- We will continue to solicit feedback from stakeholders through surveys, focus groups, and listening sessions to assess the effectiveness of the plan's strategies and make adjustments as needed.
- We will involve stakeholders in decision-making processes, advisory committees, and working groups to ensure their ongoing participation and ownership of the plan's outcomes.
- We will foster a culture of collaboration and partnership among stakeholders, encouraging them to contribute their expertise, resources, and support to advance the goals of the SOA Plan.

☒ *** 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:**

04/12/2024 

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

*** 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.

Currently, our district is in the process of transitioning from the Fountas & Pinnell Reading Minilessons and Interactive Read Alouds to the HQIM curriculum with Wit & Wisdom by Great Minds. This transition is being piloted in two elementary schools (Grades 3 & 4) and two middle schools (Grade 5). Piloting teachers have received professional development , and we are beginning to offer PD for schools that will potentially adopt Wit & Wisdom in grades K-5 next school year, pending budget approval. Our Literacy Coaches meet weekly to discuss curriculum and support classroom teachers through this process.

By the conclusion of the plan's implementation in June 2027, we anticipate that Wit & Wisdom will be fully implemented across all K-5 classrooms. This implementation will be supported by continued PD for teachers, with a focus on providing additional support for Multilingual Learner students and special education students.

Piloting teachers have received Launch (an initial training by Great Minds) as well as Lesson Prioritization and Internalization.

All other teachers have received an in district modified version of Launch so far.

Next school year,24/25, all classroom teachers, special educators, ML teachers and Interventionists will receive training with Great Minds with a 6 hour Launch session and a 3 hour Lesson Internalization session.

Building Coaches will provide ongoing support to teachers.

24/25 school year: educators that piloted last school year will receive Writing Professional Development with Great Minds as well as ongoing support from

coaches.

25/26 school year all educators, that haven't already participated, will receive Writing Professional Development with Great Minds.

26/27 Educators will spend time in district collaborating with grade level colleagues. These sessions will be run by building based Literacy Coaches.

For ML students, the Wit & Wisdom curriculum provides an immersive learning experience that allows them to engage deeply with content over an extended period. Piloting teachers have reported that with appropriate scaffolds, ML students have been able to participate and demonstrate their learning effectively. To further support ML learners, end-of-module tasks are being revised to ensure accessibility while maintaining rigor. By 2027, all end-of-module tasks will be revised to best support ML learners.

Scaffolds are already built into the curriculum for special education students, and specific PD will be provided for special education teachers to help them understand how to best support these students. This PD will focus on identifying and implementing appropriate accommodations and modifications to ensure that special education students can fully engage with the curriculum.

Overall, the adoption of Wit & Wisdom will improve learning experiences and outcomes for all students, including ML and special education students, by providing rich, challenging content with appropriate supports. Through ongoing professional development and curriculum revisions, we aim to ensure that every student has the opportunity to succeed.

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

District wide

\$ * **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.**

Purchase of any new HQIM (excluding early literacy PK-3)- Wit and Wisdom
Vendors who provide professional development and/or coaching on HQIM- Great Minds

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

Professional Development, Instructional Materials, Equip., and Tech.

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**

Professional Development Schedules District Professional Development Calendar Benchmarks Scores and Growth (typical and Stretch) Professional Development Surveys MCAS and WIDA data

☐ EBP 2.1B Supporting Curriculum Implementation
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*** 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.

Currently, our district is in the process of transitioning from the Fountas & Pinnell Reading Minilessons and Interactive Read Alouds to the HQIM curriculum with Wit & Wisdom by Great Minds. This transition is being piloted in two elementary schools (Grades 3 & 4) and two middle schools (Grade 5). Piloting teachers have received professional development , and we are beginning to offer PD for schools that will potentially adopt Wit & Wisdom in grades K-5 next school year, pending budget approval. Our Literacy Coaches meet weekly to discuss curriculum and support classroom teachers through this process.

By the conclusion of the plan's implementation in June 2027, we anticipate that Wit & Wisdom will be fully implemented across all K-5 classrooms. This implementation will be supported by continued PD for teachers, with a focus on providing additional support for Multilingual Learner students and special education students.

Piloting teachers have received Launch (an initial training by Great Minds) as well as Lesson Prioritization and Internalization.

All other teachers have received an in district modified version of Launch so far.

Next school year, 24/25, all classroom teachers, special educators, ML teachers and Interventionists will receive training with Great Minds with a 6 hour Launch session and a 3 hour Lesson Internalization session.

Building Coaches will provide ongoing support to teachers.

24/25 school year: educators that piloted last school year will receive Writing Professional Development with Great Minds as well as ongoing support from coaches.

25/26 school year all educators, that haven't already participated, will receive Writing Professional Development with Great Minds.

26/27 Educators will spend time in district collaborating with grade level colleagues. These sessions will be run by building based Literacy Coaches.

For ML students, the Wit & Wisdom curriculum provides an immersive learning experience that allows them to engage deeply with content over an extended period. Piloting teachers have reported that with appropriate scaffolds, ML students have been able to participate and demonstrate their learning effectively. To further support ML learners, end-of-module tasks are being revised to ensure accessibility while maintaining rigor. By 2027, all end-of-module tasks will be revised to best support ML learners.

We are currently working with our Director of Student Support Services as well as our ML Supervisor in order to create schedules that allow for more push in support rather than pull out. We feel it is extremely important that all students are present during Tier 1 instruction. We are creatively looking at schedules to ensure that ML teachers as well as special educators will be available to push in and support specific student groups during the ELA block.

Scaffolds are already built into the curriculum for special education students, and specific PD will be provided for special education teachers to help them understand how to best support these students. This PD will focus on identifying and implementing appropriate accommodations and modifications to ensure that special education students can fully engage with the curriculum.

Overall, the adoption of Wit & Wisdom will improve learning experiences and outcomes for all students, including ML and special education students, by providing rich, challenging content with appropriate supports. Through ongoing professional development and curriculum revisions, we aim to ensure that every student has the opportunity to succeed.

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District wide

\$ 2,481,219.00 * 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.**

- Salaries of individuals in leadership or coaching roles responsible for the implementation of high quality instructional materials (HQIM)- 7 Coaches and .5 ELA supervisor
- Benefits costs associated with FTEs included in this EBP section -

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

Instruction Leadership, Classroom & Specialist Teachers, Employee Benefits/Fixed Charges

Clear

Search...

Select All/ Deselect All

☐ Administration

☒ Instruction Leadership

☒ Classroom & Specialist Teachers

☐ Other Teaching Services

☐ Professional Development

☐ Instructional Materials, Equip., and Tech.

☐ Guidance and Psychological

☐ Pupil Services

☐ Operations and Maintenance

☒ Employee Benefits/Fixed Charges

☐ SPED Tuition

☐ Other

*** What metrics will your district use to monitor progress in this EBP?**

Professional Development Schedules- to work with classroom teachers
District Professional Development led by coaches
ELA coaches weekly meetings to discuss implementation
Benchmarks Scores and Growth (typical and Stretch)
Professional Development Surveys

☐ ☒ EBP 2.1C Comprehensive Approach to Early Literacy +

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Scaffolds are already built into the curriculum for special education students, and specific PD will be provided for special education teachers to help them understand how to best support these students. This PD will focus on identifying and implementing appropriate accommodations and modifications to ensure that special education students can fully engage with the curriculum.

Overall, the adoption of Wit & Wisdom will improve learning experiences and outcomes for all students, including ML and special education students, by providing rich, challenging content with appropriate supports. Through ongoing professional development and curriculum revisions, we aim to ensure that every student has the opportunity to succeed.

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

District wide	
\$ 7,311,462.00	* What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.
* Describe the anticipated allocation of funds to this EBP in more detail.	
Instructional Materials for K-5 classrooms *. Professional Development for classroom teachers, special educators and ML teachers *. Consumable Materials for the next two years *. Interventionists as funding allows	
* Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?	
Professional Development, Instructional Materials, Equip., and Tech.	
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?	
- Academic Data (iready, MCAS grade 3,4&5) - End of Module writing tasks collected by grade - Literacy Tasks K-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+

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