Section 1: Summarize your district's plan

Blue Hills Regional Vocational Technical (0806) 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.

Blue Hills Regional is focused on leveraging highly effective evidence-based programs in order to provide supports for students with disabilities and low-income students. We are targeting these subgroups for improvement as they currently are showing some gaps in attendance and achievement based on the grade 10 MCAS.

1. Enhanced support for SEL and mental health.
2. Implementing a multi-tiered system of supports (MTSS).

Both evidence-based programs will allow us to close gaps for the identified subgroups. We are investing in increased mental health supports on campus for our students through additional licensed mental health professionals, as well as professional development and planning on how to effectively implement MTSS at Blue Hills. We anticipate that with these changes we will better address the mental, social, and emotional health of our students, particularly students with disabilities and low-income students.

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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 analyzing relevant data, we noticed gaps in attendance for Low Income, Hispanic or Latino, and Students with Disabilities subgroups. While our overall school chronic absentee rate is 11.4%, these three groups were 14%, 14.1%, and 16.2% respectively. We also saw some gaps in MCAS data. In particular, African American/Black students and Low Income students scored lower in math; Students with disabilities scored lower in Math and ELA; Hispanic or Latino students scored lower in ELA.

The most significant gaps that we found were in attendance data for Low Income and Students with Disabilities. From our student review team and other data sources, we believe that many of the students in these subgroups have multiple potential factors that provide challenges to attending school and performing at a consistently high level. Many of our low-income students are students with disabilities; many of our students in these subgroups have failed the MCAS at the 8th grade level before arriving at Blue Hills. By addressing those areas we can most impact, we believe that these gaps can be reduced.

* 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?

We see significant overlap in attendance and performance rates and gaps for students with disabilities, low income, and Hispanic or Latino students. Students with disabilities and Low Income students represent a significant portion of our student body, and also cut across different demographic subgroups, such as Hispanic or Latino and African American/Black. Rapid improvement in relevant areas affecting these two subgroups will have a maximum impact on our student body as a whole. We also looked at anecdotal evidence of students who need additional mental, social, or emotional health supports; these students largely are coming from these subgroups. Addressing our ability to impact mental, social, and emotional health will best allow us to encourage rapid improvement for these subgroups.

* 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.*

> *We engage with families and caregivers on a regular basis. Over the past 18 months, our efforts have included: weekly newsletters sent to all students and families; ELL annual surveys; rejuvenation of our SEPAC; communication home regarding MCAS after-school support programs; Title I annual surveys; parent-teacher conferences.*

* 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.*

> *Some of our communication and engagement is very measurable. For example, we can track how many individuals engage with our weekly newsletter (which is electronic), complete Title I and ELL surveys, etc. We can specifically measure feedback from Special Education parents through participation in the SEPAC and engagement with the IEP process. We also track parent participation at parent-teacher conferences.*

* 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.*

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To engage with families and caregivers, as well as other stakeholders in the development of the SOA plan, we have surveyed faculty and staff; surveyed students; surveyed families/caregivers; reviewed SOA evidence-based programs and data with the School Council. Perspectives from the surveys, discussions, and data analysis have been reviewed by the administration team in developing a final SOA plan. In particular, the survey data told us that families, staff, and students believe strongly in increasing social services to support students' social and emotional health, as well as hiring and retaining qualified staff. Both of our Evidence Based Programs address these beliefs, as we seek to support students' through a focus on attendance and an implementation of MTSS, as well as the professional learning staff will require to effectively implement MTSS. This should have a positive impact on retaining qualified staff.

We will continue to engage stakeholders through annual surveys and updates regarding the SOA plan. We will review feedback on the SOA at administrative meetings and school council during its implementation, and adjust as needed.

☑ **** 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:*** 03/19/2024 📅

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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

* 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.**

We are partnering with an agency to provide a licensed mental health therapist (LICSW) to support at-risk students. Many of these students present with mental health and/or social/emotional disabilities. Most referrals for counseling come from the students with disabilities subgroup. One of the focus areas of this clinician will be school avoidance, addressing attendance issues and gaps. This addresses the attendance gap (chronic absenteeism) that has been identified for low-income students and students with disabilities.

Additionally, this program offers family counseling on-site and virtually during school and evening hours. This addresses a significant access issue that some low-income students' families face. This directly addresses the low-income student subgroup by providing services outside of the general school educational program.

By 2027, we anticipate a structure in place to continue providing additional mental health supports for students, both through the use of clinicians and/or staff, as well as a multi-tiered system of supports.

We will monitor the progress of the use of additional clinicians by tracking the number of students receiving counseling, reviewing student progress after counseling, and assessing the number of referrals to the counselor over the course of the year. Specifically, we will monitor students with disabilities and low-income students using this program.

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

High School (District Wide)

$ 300,000.00 *** 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.

Staffing and contracted services for mental health professionals - approximately $100,000/year

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

Guidance and Psychological	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?

Blue Hills will assess the impact of additional mental health counseling on areas such as - chronic absenteeism; student referrals (discipline); dropout rates; hospitalization rates

➕ ☐ 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

* 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, the district provides student support through a variety of means; guidance counseling, after school help, teacher extra help days, parent-teacher conferences. However, the district needs to articulate a clear system of supports to ensure all students are receiving necessary supports at all times. By developing this system, we anticipate that students with disabilities and low-income students will be better served by Blue Hills as a school, and that students in need of support will not be missed by a patchwork system. We anticipate that students in these subgroups will perform better overall, improve attendance rates, and increase academic performance locally and on state assessments.

By June 2027, we will have an articulated multi-tiered system of supports (MTSS) in place at the high school. Included in the MTSS framework will be a focus on attendance, specifically students who are chronically absent or in danger of being chronically absent. This impacts directly the students with disabilities and low-income student subgroups.

Professional development will be offered for instructors on differentiation strategies to target students with disabilities across all classes and all levels. This is in response to lower MCAS scores and local assessments for this subgroup, and will be part of a tier one strategy to improve outcomes for this subgroup.

In 2024-2025, a team will develop a locally relevant MTSS, which will be implemented by the end of the school year. In 2025-2026, faculty and staff will be trained with MTSS. We will assess outcomes by examining grade, attendance, and MCAS data for students with disabilities and low income students, as well as the data for the lowest performing subgroup. As part of our MTSS, we anticipate continuing to offer targeted support for MCAS and learning, as well as after-school tutoring. Students with disabilities and low-income students will be specifically targeted for participation.

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

High School

$ 120,000.00 *** 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.

After-School programming and supports (MCAS targeted support; after-school tutoring) - approximately 90,000
Professional Development - approximately 30,000

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

Other Teaching Services, Professional Development | 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?

We will assess the development and impact of the MTSS by analyzing special education referrals; grades; lowest-performing subgroup performance on MCAS; chronic absenteeism rates

➕ ☐ 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+

- [ ] 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

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