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| Section 1: Summarize your district's plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <b>Carver (0052) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                          |
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| <b>SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <b>In this section, you will:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Write a brief executive summary of your three-year SOA plan.</b> 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.                                                                                                                                                                                                                                                                                                                   |
| <b>* Please write 1-2 paragraphs summarizing your 3-year SOA plan.</b> Make sure the summary: <ul style="list-style-type: none"><li>• Identifies the student groups you are targeting for accelerated improvement.</li><li>• Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.</li><li>• Explains at a high level the investments you plan to make and what will change in your district because of this plan.</li></ul> |
| Our 3-year SOA plan is to address disparities in enrollment in our Innovation Career Pathways (ICP) for subgroups: African American students and English Learners (Multilingual Learners). To this end, we plan to focus on area 2.3 which states, "Reimagine the high school experience so that all students are engaged and prepared for post-secondary                                                                                                                                                                              |

success" and select evidence based program 2.3B entitled *High-Quality Pathways and Programs*. We invest in equitable and inclusive recruitment practices, student supports for academic and advanced or technical courses, and student-centered project-based learning with real-world application.

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

### Carver (0052) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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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 Carver Public Schools we have begun the implementation of several career and technical pathways. Carver Middle High School has DESE approved Innovation Pathways in Advanced Manufacturing **and** Environmental and Life Sciences. We are also 1 of 6 districts in Massachusetts to receive a planning grant to design/pilot and implement a Innovation Pathway in Clean Energy. Beyond the DESE approved Innovation Pathways we have the following Pathway programs at Carver Middle High School:

- Visual and Performing Arts
- Computer Science
- Culinary and Hospitality
- Bio-Technology
- Health and Wellness

Using the analysis tool we would like to increase our representation of African-American students and English Language learners in all of our pathways. The data shows that currently we do not have any EL or African-American students enrolled in our DESE approved Innovation Pathways. When enrolling students in innovation pathways, we aim to meet or exceed the proportion of students in these subgroups in our school.

**\* 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?**

The best way to address these disparities across all students groups is to build out and enhance our pathways programs.

Data used to triangulate our current issues include:

- Student Feedback (eighth-grade pathways exploratory class surveys)
- Analysis of accountability and DESE profile data
- Analysis of EL Data Dashboard

The guiding principles we commit to in innovation pathways include: equitable access, guided academic pathways, enhanced student support, connection to career, and effective partnerships. Of these areas, our efforts will focus on equitable access (including recruiting) and enhanced student support so that students enrolled can feel prepared for

advanced coursework including Project Lead the Way Computer Science courses and Advanced Placement (AP) courses.

**\* 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, African American/Black                     | Clear |
| <div>Search...</div>                                         |       |
| Select <u>All</u> / <u>Deselect All</u>                      |       |
| <input checked="" type="checkbox"/> English learners         |       |
| <input type="checkbox"/> Students with disabilities          |       |
| <input type="checkbox"/> Low-income                          |       |
| <input checked="" type="checkbox"/> African American/Black   |       |
| <input type="checkbox"/> American Indian or Alaskan Native   |       |
| <input type="checkbox"/> Asian                               |       |
| <input type="checkbox"/> Hispanic or Latino                  |       |
| <input type="checkbox"/> Multi-Race, non-Hispanic or Latino  |       |
| <input type="checkbox"/> Native Hawaiian or Pacific Islander |       |
| <input type="checkbox"/> White                               |       |

|                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <p>Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement</p> | <p><b>Carver (0052) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0</b></p> <p><b>Your work will not automatically be saved.</b> 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.</p> <p><b>SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT</b></p> <p><b>In this section, you will:</b></p> <ul style="list-style-type: none"> <li>• <b>Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.</b> 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.</li> <li>• 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. <i>The composition of your district’s “Lowest Performing Students” group can be accessed via the <a href="#">security portal</a>.</i></li> </ul> |
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☒ \* 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.**

We commit to adopting the three-year improvement target established by DESE.

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| Section 4: Engage Families/Caregivers and other Stakeholders                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Carver (0052) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
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| <b>SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>In this section, you will:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <ul style="list-style-type: none"><li>• <b>Describe your district’s ongoing efforts</b> to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students’ needs.</li><li>• <b>Describe the ways in which your district has engaged families/caregivers and other stakeholder groups</b> in the development of your SOA plan.</li><li>• <b>Confirm your district has engaged with specific stakeholders</b> in developing the plan as required by law.</li></ul> |
| <b>* 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.</b>                                                                                                                                                                                   |
| The district’s Educational Blueprint identifies engaging the community as one of its strategic objectives. Our goal is to always foster relationships with parents and the community to ensure that they are engaged as partners in the educational process. We achieve this goal in a wide variety of ways including but not limited to; frequent                                                                                                                                                                                                                  |

communication with parents through our parent portal in Aspen, parent-conferences, open houses, athletic events, drama and musical performances, community forums on a range of topics from substance abuse to internet safety, School Councils, and our senior internship program. This year, the High School has committed to increasing parental engagement in our Pathways Programs by holding a "Pathways Showcase" event on Thursday, February 1, 2024. We also regularly engage families through our School Council, which develops the school improvement plans for each of our two schools.

**\* 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.**

We developed a DEI Committee in the fall of 2021. The Committee has focused in building connections and representation from both our English Language Learner and African American parent and student populations. The committee has established a goal of evaluating curriculum programs in the district to support a safe and supportive school environment for all students. The School Council at the Middle High School has established expanding the Pathways programs as a goal. We are also constantly working to engage families in their students education process. We have and will hold Program of Studies nights each each to explain Pathways Programs to Student and Families. We will also invite parents to a yearly student showcase that will help them understand the importance of the Pathways Programs. We have had a range of family groups who expressed an interest in us developing programs that provides students with an opportunity to explore careers, and careers of study, preparing for the work force and college.

We are adopting a new communication platform this year which allows teachers and administrators to communicate on a 1:1, small group, or whole school/district basis. The new "app" allows end-users (parents/families) to select their preferred language to receive communication in. This tool allows for auto-translate messages to 130+ languages. For example, the school could send out a notice or a teacher could send a personalized message in English and the family would receive it in the language they designated, respond in that language, and the school/sender would receive the

response in English. We aim to increase engagement with multilingual and non-English speaking families. Additionally, we will host a technology evening for the families of English learners to receive assistance in setting up technology/apps and logging onto platforms used by the district.

**\* 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.**

- Work with administrative and teacher leadership teams to review and analyze triangulated data
- Develop goals and action steps to achieving goals (complete with interval monitoring to check progress)
- Discuss and seek feedback and revisions from each school council (2/14/24 Elementary council; 2/26/24 Middle High council)
- Discuss and seek feedback from the Student Advisory Subcommittee
- Discuss and seek feedback from the School Committee
- Discuss and seek feedback from the community during the public hearing
- Finalize and submit SOA

☒ **\* By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

☐ **\* By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

**\* Date of school committee vote:**



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

### Carver (0052) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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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 

☒ ☐ 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 

**\* 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 currently have two designated Innovation Pathways and plan to expand to a third ICP, if designated, for 2024-2025. This will improve the learning opportunities for the two subgroups identified as we address the following principles:

- **Equitable Access** - Leveraging this principle, we ensure enrollment for all students, free from GPA prerequisites. We do not limit technical nor advanced coursework and provide access to the 100+ hour senior internship. Ensuring translated materials and access to guidance faculty will help to increase enrollment of multilingual learners in these pathways.
- **Guided Academic Pathways** - Building off a clear scope and sequence of courses allow students to develop and strengthen employability and technical skills through courses including: two technical courses, two advanced placement courses, and the senior internship.
- **Enhanced Student Support** - Using monitoring data, we will ensure that students in these subgroups that need extra support are given the opportunity for 1:1 or small group tutoring.
- **Connection to Career** - To purposefully engage in career exploration including pre-career inventories/surveys, job panels, virtual field trips, on-site tours, etc. We will seek out opportunities that promote diversity, equity, and inclusion in the workplace/field.
- **Effective Partnerships** - Partnering with MassHire Southshore and local employers will help generate potential internship placements relative to the pathways.

In these ways, we will

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

Carver Middle High School

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

The following staffing positions will be funded by the SOA:

- 1.0 FTE Manufacturing Engineering Technology Teacher (\$95,736.17)
- 2.5 FTE Environmental and Agricultural Sciences (\$223,143.83)

These faculty also teach courses that will fulfill the technical courses in the Clean Energy Innovation Career Pathway if we receive designation.

\$  \* **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.**

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

| Classroom & Specialist Teachers        |                                            | Clear |
|----------------------------------------|--------------------------------------------|-------|
| <input type="text" value="Search..."/> |                                            |       |
| <u>Select All / Deselect All</u>       |                                            |       |
| <input type="checkbox"/>               | Administration                             |       |
| <input type="checkbox"/>               | Instruction Leadership                     |       |
| <input checked="" type="checkbox"/>    | <b>Classroom &amp; Specialist Teachers</b> |       |
| <input type="checkbox"/>               | Other Teaching Services                    |       |
| <input type="checkbox"/>               | Professional Development                   |       |
| <input type="checkbox"/>               | Instructional Materials, Equip., and Tech. |       |
| <input type="checkbox"/>               | Guidance and Psychological                 |       |
| <input type="checkbox"/>               | Pupil Services                             |       |
| <input type="checkbox"/>               | Operations and Maintenance                 |       |
| <input type="checkbox"/>               | Employee Benefits/Fixed Charges            |       |
| <input type="checkbox"/>               | SPED Tuition                               |       |
| <input type="checkbox"/>               | Other                                      |       |

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

We will use enrollment data and student surveys to monitor progress and ensure we meet or exceed proportional enrollment of the subgroups in our Innovation Career Pathways (ICP).

**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