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Plymouth (0239) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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Plymouth (0239) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Create Comment

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Section 1: Summarize your district's plan

Plymouth (0239) 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.

Plymouth Public Schools has identified the following student groups for targeted accelerated improvement, based on the district heat map provided by DESE.

-English Language Learners in the areas of chronic absenteeism, ninth graders passing, dropout percentage, and 5 year graduation rate

-African American/Black-Out of School suspension

-Students with Disabilities in the area of out of school suspension

-American Indian/Alaskan Native-Chronic absenteeism, Pathway enrollment

-Hispanic/Latino-Ninth graders passing percentage, dropout percentage, 5-year graduation rate

-Native Hawaiian/Pacific Islander-Chronic Absenteeism, percent of pathway enrollment

ELA MCAS-

English Language Learners in grades 6, & 8, Students with Disabilities in grades 6&8

MATH MCAS-

English Language Learners in grades 6,8,&10, Students with Disabilities in grades 6&8, African American/Black in grades 3

Plymouth Public School has selected the following Evidence-Based Programs to address the disparities in learning experiences and outcomes for the above mentioned student groups. These evidence based practices were determined by the following: stakeholder input, district strategic plan objectives, district

overall capacity to meet these programs with success as determined by the administrative team.

Focus Area: 1.1 Promote Student' Physical and mental health and wellness in welcoming, affirming and safe spaces

1.1B-Expand capacity to address SEL and Mental Health needs of students and families by adding staff, partnering with community providers, and strengthen plans to respond to behavioral and mental health needs

1.1C-Create school environments that include high quality facilities, healthy meals, physical activity, and positive youth development

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

2.1B-Supporting Curriculum Implementation through high quality professional development

2.1D-Early Literacy Screening and Support using a reliable screening assessment to identify students who require additional support. Provide research based interventions tailored to each students individual learning needs, delivered by appropriate licenced and trained staff.

Focus Area: 2.2 Use MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners equitable access to deeper learning.

2.2A-Train all staff to effectively employ the WIDA framework so they can provide effective scaffolds and supports for multilingual learners

2.2D-Develop or expand co-teaching and other evidence based models that leverage collaboration to best serve students with disabilities and multilingual learners

Plymouth Public Schools intends to invest the necessary funds, time, and professional development to ensure the above mentioned evidence based practices are implemented with fidelity to improve the teaching and learning in Plymouth. As a result of the evidence based practices being implemented Plymouth Public Schools will support and affirm all students, continue to develop a range of programming options that is responsive to the needs of diverse learners by expanding access to preschool programming and extended learning time for students. Promoting deeper learner so that all students are engaged in grade level work that is relevant and interactive by supporting curriculum implementation, early literacy screening and intervention and collaborative, co-teaching models.

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

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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 conducting our data analysis stakeholders observed the most significant disparities on the following measures:

English Language Learners-% of ninth graders passing, dropout percentage and 5 year graduation rate

Students w/Disabilities-out of school suspension

African American/Black-Out of school suspension

American Indian/Alaskan Native-Chronic Absenteeism

Hispanic/Latino-Ninth Graders Passing, Dropout percentage, 5 year graduation rate

Native Hawaiian/Pacific Islander-Chronic Absenteeism

MCAS

ELA-English Language Learners (grades 6&8), Students w/Disabilities (grades 6&8)

Math-African American/Black (grade 3), English Language Learners (grades 6,8&10), Students w/Disabilities (6&8)

* 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?

Deeper analysis suggests that the best ways in which to address these disparities is to implement or continue to work on the following best practices:

Professional Development for Staff in Culturally Relevant Teaching

Professional Development for administrative team regarding exploring our own implicit bias and how to recognize implicit bias in our own practices to begin to break these down in our educational practices

Address ELL model to implement more co-teaching and less pull out services for our English Language Learners

Continue to monitor district and building data to identify trends and patterns, use this data to track progress over time and put strategic/targeted initiatives in place to address disparities

Continue to increase family and community engagement efforts to ensure that there is equity of voice from all our families

*** 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, African American/Black (+3 others)

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.**

Plymouth Public Schools regularly engages with families and caregivers in order to address potential steps and addressing disparities. The following family engagement groups are established and meet regularly.

Special Education Advisory Council

English Language Learner Parent Advisory Council

Parent/Teacher Advisory Boards

Diversity, Equity, Inclusion Committee

Health and Wellness Committee

Superintendent Coffee and Conversation

Plymouth Youth Development Council

*** 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.**

Plymouth Public Schools intends to measure family engagement in targeted groups over the next three year by the following:

- Attendance at above mentioned meetings
- Attendance at school events
- Provide School and District support/resources
- School Improvement Plans
- District Strategic Plan
- Each board will set clear objectives and goals which will be reported out

*** 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.**


Plymouth Public Schools has engaged stakeholder groups during the development of our SOA plan. These perspectives have been integrated into our plan and we will continue to meet with each group as noted above with updates regarding the implementation of our SOA plan and our progress toward targets. We will use the following to engage stakeholders:

- Meetings
- Workshops
- Surveys
- Committees
- Task Force
- Open House
- Professional Development
- Student/Parent Councils

*** 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:**

04/01/2024 

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

*** 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.**

Plymouth Public Schools has the following in place at the building and district levels to support social emotional learning and mental health. While Plymouth has a wide array of supports and programs to improve learning experience and outcomes for students we are continuing to build capacity among staff and solidify Tier 1, Tier 2 and Tier 3 supports in order to provide a robust MTSS Model to support SEL and Mental Health. Supporting overall student social emotional wellness and mental health is an evidence based practice that has been shown to improve student outcomes in schools but fostering a sense of belonging, teaching a growth mindset and resiliency.

Care Solace

Counseling

PBIS

Second Step Curriculum

Trauma Informed PD

Tulip Project

Indie Flix

NanProject

Culture/Climate

Relationship Building

Plymouth Youth Development Council for Substance Use

After School Activities, Clubs, Sports

NamestaDay

Family and Community Engagement Activities (One Book, One School, Plays, Performances, Awards)

Surveys

Wellness Committee

Staff Wellness

Beth Israel Deaconess Stirring Committee

Psychiatric Nurse on staff

Alternative HS

Substantially Separate Programming for Students with SE/Mental Health Needs

Bridge for Resilient Youth BRYT

Community Wellness and Safety Fair

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

District Wide

\$ 23,918,426.00 * 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.

The district will utilize the following funding sources to be allocated toward this evidence based practice for the next three years. The above figure represents all funding sources across three fiscal years.

- Title I
- Title IIA
- Title III
- Title IV
- IDEA
- Inclusive PK
- Local Educational Agency Budget
- Perkins
- Other competitive grants as available and as appropriate

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+9 others) Clear

Search...

[Select All](#)/[Deselect All](#)

<input checked="" type="checkbox"/> Administration
<input checked="" type="checkbox"/> Instruction Leadership
<input checked="" type="checkbox"/> Classroom & Specialist Teachers
<input checked="" type="checkbox"/> Other Teaching Services
<input checked="" type="checkbox"/> Professional Development
<input checked="" type="checkbox"/> Instructional Materials, Equip., and Tech.
<input checked="" type="checkbox"/> Guidance and Psychological
<input checked="" type="checkbox"/> Pupil Services
<input checked="" type="checkbox"/> Operations and Maintenance
<input checked="" type="checkbox"/> Employee Benefits/Fixed Charges
<input checked="" type="checkbox"/> SPED Tuition
<input checked="" type="checkbox"/> Other

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

Chronic Absenteeism Data
Accountability Data and Targets
Survey Data
Attendance Data
Open Architects
Panorama
Survey's
Analyzing student academic and learning growth data (STAR, MCAS, CBM's)

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

*** 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.

Plymouth will engage teachers in professional development that is directly linked to the curriculum and set up a process to regularly monitor the effectiveness of the curriculum implementation. Currently Plymouth is fortunate to have content area coordinators to assist in the development and delivery of content specific professional development. Plymouth also has coaches in Math and ELA to provide teachers with in the moment PD and utilizes grant and local funds to contract with outside vendors to provide a diverse perspective on a variety of content and pedagogy. The following are programs and PD that will be offered starting in the 2024/2025 school year. This is analyzed annually to determine next steps for future years. It is critical for Plymouth to have high quality materials that are engaging, and culturally sustaining to foster deeper learning. Student outcomes improve when students can see themselves in the curriculum and the curriculum is relevant to their lives and when teachers have the material and training to implement.

Academic Coordinators in each content area
Academic Coaches
Teacher Walks and Observation Calibration
Focus on teachers using district provided curriculum
New Teacher Literacy and Math Academies
Partnership with Confianza
Wilson Reading
Kindergarten Reboot (minutes, purposeful play, handwriting, SEL, transition from PK to K)

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

District Wide

\$ 11,242,162.00 * **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.**

The district will utilize the following funding sources to be allocated toward this evidence based practice for the next three years. The above figure represents all funding sources across three fiscal years.

Title I
Title IIA
Title III
Title IV
IDEA
Inclusive PK
Local Educational Agency Budget
Perkins
Other competitive grants as available and as appropriate

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+4 others)

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?**

Chronic Absenteeism Data
Accountability Data and Targets
Survey Data
Attendance Data
Open Architects
Panorama
Survey's
Analyzing student academic and learning growth data (STAR, MCAS, CBM's)

EBP 2.1C Comprehensive Approach to Early Literacy +

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.**

The district currently has the following to support early literacy screening and support. As a result of this EBP Plymouth will continue to training staff in Foundations and Wilson Reading as a Tier 2 and Tier 3 intervention. In addition, professional development will be provided in best practices for Tier 1 interventions to support teaching in the implementation of intervention. Strengthening our tiered intervention will support this evidenced based program to support student outcomes.

Reading Specialists
Renaissance
Child Study Teams
District Documents to support teachers and conversations with parents
Reading Recovery Trained Staff
Wilson Reading Trained Staff

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

Preschool
West
Federal Furnace
Hedge
Cold Spring
Nathaniel Morton
Manomet
Indian Brook
South Elementary

\$ *** 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.**

The district will utilize the following funding sources to be allocated toward this evidence based practice for the next three years. The above figure represents all funding sources across three fiscal years.

Title I
Title IIA

Title III
Title IV
IDEA
Inclusive PK
Local Educational Agency Budget
Other competitive grants as available and as appropriate

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+3 others)

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?**

Chronic Absenteeism Data
Accountability Data and Targets
Survey Data
Attendance Data
Open Architects
Panorama
Survey's
Analyzing student academic and learning growth data (STAR, MCAS, CBM's)

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

*** 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.**

Plymouth has seen an increase in our MLL population. As a result, we are increasing our professional development being offered to teachers, adding additional ESL Teachers and MLL paraprofessionals to support students and their families. Our ESL teachers K-5 are currently working developing a crosswalk with our current curriculum. By 2027 the district hopes to have all curriculum K-5 aligned with WIDA standards as well as big picture topics, and scaffolds for each EL level. Direct work with our teachers in supporting MLLs and giving them equal access to high quality materials and instruction will improve learning outcomes for this sub-group.

Continued partnership with Confianza
Addition of MLL Paraprofessionals
Professional Development specific to WIDA crosswalk with current curriculum
Implementation of co-teaching within our ESL dept

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

District Wide Specific Focus K-5 through 2027

\$ *** 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.**

The district will utilize the following funding sources to be allocated toward this evidence based practice for the next three years. The above figure represents all funding sources across three fiscal years.

Title I
Title IIA
Title III
Title IV

IDEA
Inclusive PK
Local Educational Agency Budget
Perkins
Other competitive grants as available and as appropriate

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+5 others) Clear

Search...

[Select All](#)/[Deselect All](#)

<input checked="" type="checkbox"/> Administration
<input checked="" type="checkbox"/> Instruction Leadership
<input checked="" type="checkbox"/> Classroom & Specialist Teachers
<input checked="" type="checkbox"/> Other Teaching Services
<input checked="" type="checkbox"/> Professional Development
<input checked="" type="checkbox"/> Instructional Materials, Equip., and Tech.
<input checked="" type="checkbox"/> Guidance and Psychological
<input checked="" 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?**

Chronic Absenteeism Data

Accountability Data and Targets

Survey Data

Attendance Data

Open Architects

Panorama

Survey's

Analyzing student academic and learning growth data (STAR, MCAS, CBM's)

EBP 2.2B High Leverage Practices for Students with Disabilities

EBP 2.2C Collaborative Teaching Models

*** 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.**

Plymouth currently has a collaborative teaching model in special education, however until this year (2024) this was not a common practice for our MLLs. Teachers are in the process of being trained to be co-teachers and how to determine pull out vs push in services for our MLL. This has also been a focus for our administrative team in schedule for inclusionary practices and equal access. This will improve equal access to high quality curriculum and teaching practices for our MLLs

Professional Development specific to co-teaching

Consultation from Confianza

Assessment of our current models to service MLL students

Inclusionary practices

*** 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.**

Chronic Absenteeism Data

Accountability Data and Targets

Survey Data
Attendance Data
Open Architects
Panorama
Survey's
Analyzing student academic and learning growth data (STAR, MCAS, CBM's)

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+3 others)

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?**

Chronic Absenteeism Data
Accountability Data and Targets
Survey Data
Attendance Data

Open Architects

Panorama

Survey's

Analyzing student academic and learning growth data (STAR, MCAS, CBM's)

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 +

*** 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.**

Plymouth currently has an integrated preschool with 12 inclusion classrooms and 4 substantially separate classrooms. Plymouth is looking into ways in which we can offer more opportunities by opening additional preschool classrooms in our elementary schools with classroom space. In addition, Plymouth is exploring rental spaces or moving a satellite campus at one of our middle schools. Plymouth has also been working with the CPPI grant to provide supports and services to our area preschools in order to provide students with a full day option. Plymouth will continue to access these potential options with the goal of opening at least two additional classrooms by 2027. With plans to open 2-4 additional classrooms with additional funding for teachers, supplies and materials. This will allow more students access to early education to improve outcomes in transiting to K and early elementary by giving student and early foundation for learning.

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

Preschool

\$ * **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.**

The district will utilize the following funding sources to be allocated toward this evidence based practice for the next three years. The above figure represents all funding sources across three fiscal years.

- Title I
- Title IIA
- Title III
- Title IV
- IDEA
- Inclusive PK
- Local Educational Agency Budget
- CPPI
- Other competitive grants as available and as appropriate

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+3 others)

[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?**

Chronic Absenteeism Data

Accountability Data and Targets

Survey Data

Attendance Data

Open Architects

Panorama

Survey's

EBP 2.4B Extended Learning Time

*** 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.**

Plymouth Public School has run a variety of different afterschool and summer program and opportunities for students. These programs support our low income, MLL and students with low MCAS scores. Afterschool programming fosters belonging, teamwork, collaboration and improves overall student

wellness. These opportunities have a direct impact on student performance in our classrooms.

After school clubs/sports/activities
Summer programming
YMCA Partnership
Boys and Girls Club
Plymouth Recreational Center
Health Plymouth

*** 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.**

The district will utilize the following funding sources to be allocated toward this evidence based practice for the next three years. The above figure represents all funding sources across three fiscal years.

Title I
Title IIA
Title III
Title IV
IDEA
Inclusive PK
Local Educational Agency Budget
Perkins
Other competitive grants as available and as appropriate

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+5 others)

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?**

Chronic Absenteeism Data

Accountability Data and Targets

Survey Data

Attendance Data

Open Architects

Panorama

Survey's

Analyzing student academic and learning growth data (STAR, MCAS, CBM's)

EBP 2.4C Effective Programming for Multilingual Learners

*** 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.**

Plymouth Public Schools has seen a large increase in the number of our MLLs. As a result, we will need to increase professional development in how to support MLLs, equal access to high level materials and course work for MLLs. This ESB will include PD on inclusive practices, universal design for learning, scaffolding and other methods to engaged and teacher our MLL population, while ensuring equal access to high quality materials and teachers. Inclusivity has show to have a direct impact on improving student outcomes when students are educated with their peers.

*** 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.**

The district will utilize the following funding sources to be allocated toward this evidence based practice for the next three years. The above figure represents all funding sources across three fiscal years.

Title I

Title IIA

Title III

Title IV

IDEA

Inclusive PK

Local Educational Agency Budget

Perkins

Other competitive grants as available and as appropriate

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+5 others)

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?**

Chronic Absenteeism Data

Accountability Data and Targets

Survey Data

Attendance Data

Open Architects

Panorama

Survey's

Analyzing student academic and learning growth data (STAR, MCAS, CBM's)

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

Plymouth (0239) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0



General Checklist Comment

No comments have been made at this time

Checklist Description ([Collapse All](#) [Expand All](#))



1. Overall Plan

Not Reviewed

1.01 Narrative throughout the plan is free of deficit-based language about students, staff, and families.

1.02 Plan addresses between 1-3 of the ten Focus Areas linked to the three Strategic Objectives in DESE's Educational Vision.

1.03 Plan focuses on implementation of key strategies to close gaps, rather than limiting its scope to a description of how additional Chapter 70 funds will be spent.

1.04 There is internal consistency throughout the plan (*e.g., student groups, EBPs*).



2. Section 1: Summarize Your District's Plan

Not Reviewed

2.01 Summary addresses all required elements: student groups targeted, EBPs, investments, changes anticipated by 2027.

2.02 Narrative is accessible to a general audience.



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

Not Reviewed

3.01 Plan prioritizes a limited set of student groups experiencing the most significant gaps (*i.e., does not check every student group in the district*).

3.02 Plan describes the measures on which targeted student groups are experiencing the greatest and most concerning disparities.

3.03 Analysis of disparities and deeper analysis of their underlying causes draw upon multiple types of data (*e.g., systems, observational, perspectives, outcomes*).

3.04 Selection of EBPs is linked to deeper analysis of underlying causes of disparities utilizing multiple data sources.



4. Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

Not Reviewed

Note: There are no criteria for reviewers to evaluate in this section (selecting the target checkbox is required to submit the plan in GEM\$).

4.01 Additional targets all are aligned to selected student groups by subject matter and grade level and to DESE's accountability targets.



5. Section 4: Engage Families/Caregivers and other Stakeholders

Not Reviewed

5.01 Family/caregiver engagement strategies are clearly articulated and include approaches to support parents in addressing their students' needs.

5.02 Section includes description of steps district takes (or plans to take) to engage families/caregivers of targeted student groups.

	5.03 Plan for assessing progress in increasing family/caregiver engagement includes a metric that can assess change over time and indicates how it will measure increased engagement for families/caregivers of student groups targeted in this plan.		
	5.04 Narrative describes ways in which different stakeholder groups provided meaningful input that was used to inform the SOA plan AND describes how/where their perspectives are reflected in the SOA Plan.		
	5.05 Plans for ongoing engagement of stakeholder groups throughout the implementation of the SOA Plan are described.		
-	6. Section 5 - First EBP: Select Evidence Based Programs to Address Disparities in Outcomes (to be completed for each EBP selected)	Not Reviewed ▼	
	6.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.		
	6.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.		
	6.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.		
	6.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.		
	6.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.		
-	7. Section 5 - Second EBP: Select Evidence Based Programs to Address Disparities in Outcomes (to be completed for each EBP selected)	Not Reviewed ▼	
	7.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.		
	7.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.		
	7.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.		
	7.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.		
	7.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.		
-	8. Section 5 - Third EBP: Select Evidence Based Programs to Address Disparities in Outcomes	Not Reviewed ▼	
	8.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.		
	8.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.		
	8.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.		
	8.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.		
	8.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.		

-	9. Section 5 - Fourth EBP: Select Evidence Based Programs to Address Disparities in Outcomes	Not Reviewed	▼
9.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.			
9.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.			
9.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.			
9.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.			
9.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.			
-	10. Section 5 - Fifth EBP: Select Evidence Based Programs to Address Disparities in Outcomes	Not Reviewed	▼
10.01 District offers a clear description of 1) what is currently being implemented, 2) what changes will be implemented/in place by June 2027, AND aligns to best practice as articulated in guidance.			
10.02 Plan describes how EBP implementation will support targeted student groups and/or improve their learning experiences and outcomes.			
10.03 Plan clearly indicates which schools will be impacted through implementation of this EBP.			
10.04 Budget provides clear information on budget allocation that aligns to implementation description and is organized by foundation category.			
10.05 Progress monitoring metrics are clearly defined and well-suited to monitoring early and midterm outcomes of implementation of this EBP.			