

STUDENT OPPORTUNITY ACT (SOA)

HANOVER (0122) PUBLIC SCHOOL DISTRICT – FY 2024

Section 1: Summarize your district's plan

Hanover (0122) 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.

Over the next three years, Hanover Public School's Student Opportunity Act (SOA) plan will focus on accelerating improvement for student groups facing disparities in learning experiences and outcomes. Our targeted groups include students with disabilities and low income students. To address these disparities, we have selected EBP 2.1B, which entails Supporting Curriculum Implementation. This evidence-based program is designed to enhance, support, and provide resources for the identified student populations. Our plan includes implementing evidence-based interventions tailored to meet the diverse needs of students, providing ongoing professional development for educators, and expanding access to high-quality instructional materials and support services.

As part of our plan, significant investments will be made to strengthen our educational infrastructure and support systems. Our overarching goal will be on supporting program implementation. To successfully achieve this objective, we will need to undertake several key actions, including the implementation of targeted professional development tailored to address the specific needs. Focus areas include progress monitoring/assessment data analysis, reading foundations, and structured writing. Through these investments and strategic initiatives, we anticipate significant positive changes in our district, including improved academic outcomes, reduction of achievement gaps, and a more equitable and inclusive learning environment for all students.

This total investment of \$1,120,000 includes the following:

* Instructional Materials \$285,000

* Specialist Teachers \$600,000

* Professional development, coaching, consultation \$135,000

* Administration \$100,000

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?**

Hanover Public Schools serves 2,602 students. Our student population is 92% White, 2.9% Hispanic, 2% Asian, and 1.3% African American. In addition, 22.4% are students with disabilities and 30.5% are high needs. 1.7% are English learners, and 11.1% are low income.

Based on our data analysis, significant disparities in student learning experiences and outcomes were observed across multiple measures and for specific student groups within Hanover Public Schools. Our examination of district data revealed that Special Education and low-income students have not been achieving proficiency levels on MCAS and benchmark assessments when compared to their peers.

For instance, in the 2023 MCAS ELA grades 3-8 aggregate, only 16% of our Special Education cohort and 38% of low-income students met or exceeded expectations, while the overall aggregate for Meeting and Exceeding category stood at 58%. Similarly, in grade 10, only 34% of our Special Education cohort and 56% of low-income students met or exceeded expectations compared to the general aggregate of 73%. In analyzing our own district winter benchmark data (Gr 2-8) using i-Ready, 38% of our students with disabilities are considered on grade level in reading, and 43% of our low-income students are on grade level compared to our aggregate at 66%.

This performance disparity has been identified as a consistent trend over time. It is critical for us to address these achievement gaps and work towards closing them for the identified student groups. Achieving this goal will necessitate the collective effort and commitment of our entire community.

*** 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?**

Through our deeper analysis, which integrates various types of data, disparities in performance between student groups are apparent as early as second grade and are particularly apparent in ELA, emphasizing the need for early literacy interventions. Our analysis highlights the need for ongoing professional development opportunities for educators to enhance instructional effectiveness and ability to address diverse student needs. By providing professional development workshops and coaching sessions focused on topics such as structured writing, continuing to support our teachers in the implementation of our new evidence-based literacy program, and enhancing our research-based tiered approach focused on individual student need. Professional development will provide educators with the knowledge, skills, and resources needed to create supportive and equitable experiences that will accelerate learning for all students.

*** 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

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.**

Hanover Public Schools has continually prioritized strong and meaningful partnerships with families and caregivers to support student success and development. Over the years, we have included family nights, website and social media enhancements, podcasts, literacy school-wide events/celebrations, and surveys. We have offered Literacy Night Roundtable events for parents/guardians, which included our reading specialists and administrators, as well as Coffee Talks that took place during the school day. We have active parent organizations, and our parent groups have been involved in the rollout of our initiatives. We have invested significant time and creativity to vary the options and ways families can contribute and participate, understanding that everyone has different responsibilities and obligations within each household. This variation of activities and creativity will continue in all plans moving forward. We will continue to connect with the Parent Teacher Association (PTA) and our Special Education Parent Advisory Council (SEPAC) for feedback, planning, and transparent communication. Virtual workshops and webinars will continue in order to provide our families and community flexibility to participate from the comfort of their homes, thus eliminating barriers such as transportation and scheduling conflicts.

*** How do you plan to measure increased family engagement with parents/caregivers of students in targeted groups in your district over the next three years? A brief narrative and/or a bulleted list are acceptable.**

To measure increased family engagement with parents/caregivers of students, our district plans to utilize a combination of surveys and attendance tracking methods. These strategies will provide valuable insights into the level of involvement and participation of families in various school-related activities and initiatives.

*** 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.**

In developing our three-year SOA Plan, we prioritized engaging various stakeholder groups to ensure a collaborative and inclusive approach to planning and decision-making. Through concerted efforts, we engaged the following groups:

- ♦ A focus group of parents/guardians (School Council)
- ♦ A focus group of educators
- ♦ Administrators
- ♦ Student Advisory Council at the high school
- ♦ Special Education Parent Advisory Council (SEPAC)

Additionally, individuals and community groups had the opportunity to provide input at our March school committee meeting. The priorities identified through these engagement efforts are reflected in the Evidence-Based Practices that we are focusing on in our SOA Plan. These practices have been shaped by the input and feedback received from stakeholders, ensuring that our plan is responsive to the needs, aspirations, and concerns of the entire school community.

☒ *** 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:**

03/27/2024



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

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SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES

In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- ☒ ☐ EBP 1.1A Integrated Services for Student Wellbeing
- ☒ ☐ EBP 1.1B Enhanced Support for SEL and Mental Health
- ☒ ☐ EBP 1.1C Positive School Environments

FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

emotional, and behavioral development

☒ ☐ EBP 1.2A Effective Student Support System

☒ ☐ EBP 1.2B Comprehensive Tiered Supports

FOCUS AREA 1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities

☒ ☐ EBP 1.3A Diverse Approaches to Meaningful Communication

☒ ☐ EBP 1.3B Students and Families as Valued Partners

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

☒ ☐ EBP 2.1A Inclusive Curriculum Adoption Process

☐ ☒ EBP 2.1B Supporting Curriculum Implementation

***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.**

Hanover Public Schools adopted a new high-quality evidence-based literacy curriculum for K-8 beginning in September 2022, and is following DESE's IMplement Guide, which provides a comprehensive framework for selecting and implementing high-quality instructional materials that are grounded in equity for all students. We have successfully launched the curriculum materials and provided extensive training to all staff, which puts us in the fourth phase of the process: implementation and monitoring phase. Throughout this phase, our primary objectives remain twofold: to engage our teachers, support staff, and administration in targeted training on the implementation of the new material, and to continually monitor the effectiveness of our implementation efforts through data collection and analysis. In doing so, teachers will be supported as they use the curriculum and analyze data to inspire effective instruction and increase student learning/achievement.

Our three-year SOA plan focuses on providing effective professional development for teachers in the implementation of high quality curriculum. We will also focus on the following:

- Using valid assessments to identify instructional needs and to monitor progress
- Continue to support teachers with our Instructional Support Team that is comprised of reading specialists and coaches

- Differentiating, scaffolding, and accommodating the core curriculum to ensure equitable access for all students
- Implementing an annual staff review of these curriculum materials for bias
- Implementing evidence-based interventions to address individual student needs
- Providing ongoing professional development and support to teachers, leaders, and support staff through internal and external PD

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

Cedar Elementary, Center School, Hanover Middle School

\$ *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

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

Instructional Materials \$285,000
 Specialist Teachers \$600,000
 Professional development, coaching, consultation \$135,000
 Administration \$100,000

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+2 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?**

Surveys

Benchmark data- Dibels 8, I-Ready Reading Diagnostic

Summative data- MCAS

Formative assessment data at the classroom/grade/school/district level

☐ ☐ 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