

SOA Plan: Lynn Public Schools

Section 1: Summarize your district's plan

Please write 1-2 paragraphs summarizing your 3-year SOA plan.

Lynn Public Schools is committed to developing and enhancing the following focus areas to address disparities in performance between student groups in our district and demonstrate improvement and access to Hispanic/Latino, English Learners and Students with Disabilities subgroups.

1. **Implement a multi-tiered system of support (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.** Develop a system-wide MTSS model that identifies tiered-instruction, social-emotional/behavioral supports that are comprehensive for educators, clinicians, and families in providing students access to grade-level instruction and materials.
2. **Reimagine the high school experience so that all students are engaged and prepared for post-secondary success.** Develop an authentic Postsecondary Planning process that engages students in postsecondary planning through a continuum of learning focused on the unique interests, skills, and talents of each individual student in grades 6-12.
3. **Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners.** Expand dual language at two elementary schools to 5th grade, ensuring access to additive bilingual programming from Pre-K through middle school for a range of diverse learners including newcomers, students identified with limited or interrupted education (SLIFE), long-term English Learners, heritage speakers of Spanish, and students acquiring Spanish as a new language.

These investments are as follows: \$4,268,250 for a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners; \$49,905,992 for a multitiered system intentionally designed to support all learners' academic, social-emotional and mental health needs; and for postsecondary planning, \$4,268,250 The total investment in evidence-based strategies over the next three years is \$55,100,242.

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

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?

Lynn Public Schools (LPS) is an urban Gateway City district in the Commonwealth that serves over 16,000 students. Our student population is 72.5% Hispanic, 10.6% White, 7.5% Black, 6.4% Asian and 2.5% Multi-Race Non-Hispanic. We have one of the largest English learner populations in the state at 43.4% along with 70.2% First Language Not English, 73.5 % Low Income, and 86.2% High Needs. We reviewed our District Heat Map, SY 23-24 classroom observation data, our in-district benchmark data to identify disparities and instructional delivery needs and support, and non-academic data to determine the most significant disparities and inform our deeper analyses of our student learning experiences.

District Heat Map

Students with Disabilities are over-represented in out of school suspensions rate at 6.5% compared to 3.4%

overall students. The 5-year graduation rate for students with disabilities is at 78.3% in comparison to 86.6% of overall students. Less than 5% of students with disabilities are meeting or exceeding in Math and ELA for grades 3, 6 and 8 with a slight increase in grade 10 in ELA to 9% demonstrating the lowest SGP for both ELA and Math in grade 10.

Identified English Learners have the lowest 9th grade passing rate at 54.5%, highest dropout rate (11.1%), and lowest 5-year graduation rate (72.4%) in comparison to their peers. Their proficiency on MCAS ELA and Math for grades 6, 8, and 10 ≤1% and performed the lowest MCAS SGP in ELA (32) and Math (27) in grade 10. In grades 6-12, 92% of English Learners did not make progress, according to ACCESS 2023 results.

Hispanic and Latino students have the second lowest 9th grade passing rate (64.3%) and second highest dropout rate (5.4%) with the lowest performance in grade 6 MCAS in ELA (9%) and Math (11%) meeting/exceeding.

Identified English Learners students who are Hispanic and Latino: An analysis of 4,009 Lynn Public Schools graduates over a five-year period shows Limited English Proficient students who are Hispanic and Latino have a lower graduation rate (56.6%) compared to all students' graduation rate (83.7%).

SY 23-24 Classroom Observation Data

After conducting classroom observations in the fall and winter of SY 23-24, our findings reveal that in approximately 130 class visits across grade-level and content, less than half the courses incorporated language objectives into the delivery of instruction, approximately 80% of the classes relied heavily on direct instruction methods, and in more than half of the classes, students did not have opportunities to demonstrate their understanding in a variety of ways. Additionally, the presence of appropriate supports and scaffolds to sustain rigor, indicative of Tier 1 instruction, was evident in about 60% of the observed classes. Most of the questions observed were at the lower levels of Bloom's taxonomy, suggesting a lack of depth in cognitive engagement and rigorous instruction.

In-District Benchmark Data

Using our Winter 2024 iReady data for grades K-8, both EL1s and L2s are progressing at a similar rate. At the elementary level, nearly half of both EL1s and L2s demonstrate readiness for grade-level instruction in Math. Our students with disabilities data for grades K-8, demonstrate the lowest growth (3%) in Math and (1%) ELA readiness at or above grade-level instruction.

At the middle school level, there is a notable trend: more EL1 students are exhibiting growth (at least one grade level) in Math (29%) compared to Reading (42%). Conversely, L2s are showing comparable growth rates in both Math (42%) and Reading (47%). In summation, according to iReady indicators at the middle school level, 85% or more of both EL1s and L2s are not yet ready for grade-level instruction nor are they on grade level in either Math or Reading. Grade 6 students with disabilities showed no growth for students performing at or above grade level in ELA or Math, but Grade 8 students showed the most growth in Math by 3% in comparison to 1% in ELA.

Our analysis reveals that the biggest disparities are that our Latino students, English Learners, and Students with Disabilities are not performing at the same rate as their peer subgroups as evidenced in the graduation rates, drop out percentages and performance results on state standardized tests.

Non-Academic Data

In our district, students with disabilities represent 20% of the total student population. However, students with disabilities constitute 42% of students who receive social-emotional support services. This discrepancy highlights the urgent need to address equity and inclusion in the provision of support services. It suggests that students with disabilities face significant challenges in accessing appropriate support systems, underscoring the importance of our need for MTSS in a more holistic, integrated approach aimed at improving equity and accessibility in social-emotional support for all students. This school year, 5,125 students have been provided social emotional support by a clinician. This signifies a need to allocate additional resources such as specialized staff and funding, professional development for staff, increased collaboration with parent and community organizations, early intervention, and more inclusive practices.

In addition, disaggregation of student discipline data shows that a disproportionate number of students with disabilities are suspended in comparison to their peers. We engaged district and school-based staff in a root cause analysis and some potential action plans. Through these processes we found that additional professional development, interventions, and practices are necessary to support more equitable inclusive practices.

In summary, our deeper analysis has revealed three critical areas requiring attention:

1. **Tiered-supports for All Learners** across all three domains – academic, social/emotional, and behavioral.
 - Students with Disabilities, English Learners, and Hispanic/Latino are not demonstrating progress in ELA and Math and make little to no progress in ability to read at or above grade-level.
2. **Effective Programming to Engage Multilingual Learners**
 - English Learners are 47% of our student population and require programming that address their educational needs and language development.
3. **High School Engagement and Persistence towards College and Career**
 - Performance gaps persist in our high schools, accompanied by increased drop-out rate, and grade 9 passing rates for identified subgroups.

What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?

We have identified a need to modify instructional delivery to ensure students are actively engaged in class with the cultural and linguistic responsive practices that support all student needs especially our English learners, Hispanic/Latino and Students with Disabilities. Furthermore, we need to train and support differentiated practices all students require to access rigorous Tier 1 High Quality Instructional Materials (HQIM). Lastly, expand pathway opportunities to prepare students for college and career pathways that interest them and that lead to flourishing in-demand careers with family-sustaining salaries minimizing disparities in enrollment in pathways and advance work classes for students that are identified as English Learners, Hispanic/Latino, and students with disabilities. The following priority focus areas will address disparities across these student groups:

1. **Implement a multi-tiered system of supports (MTSS) to support all students' access to and success with grade level content and tasks.** Over the next three years we will establish a robust MTSS framework memorialized in a district MTSS coherent guidebook. Strong Tier 1 materials with scaffolds and “just in time” supports will provide the resources necessary for our students with disabilities and ELs to access grade-level instruction.
2. **Authentic Postsecondary Planning.** Create a process that engages students in postsecondary planning through a continuum of learning focused on the unique interests, skills, and talents of each individual students by expanding pathway opportunities for college and career pathways that interest them. More personalized pathways with individualized support for multilingual learners and students with disabilities will increase engagement in secondary coursework and experiences, helping to decrease disparities in our

secondary and post-secondary outcomes.

3. **Expansion of dual language programming.** Dual language education has a strong research base supporting its efficacy with multilingual learners over the past several decades. In DESE’s *Guidance for Implementing Dual Language Education Programs* (2023), they state that “DLE has proven to be one of the most impactful and effective ways of realizing the benefits of bilingualism and school success for students enrolled in the program. Studies conducted over the last two decades in the United States have consistently shown positive academic, language and literacy, and cognitive outcomes for the students in DLE programs in both English and the partner language. These results hold true for emergent multilingual students who speak a language other than English at home, or perhaps two or more languages at home, one of which may be English, as well as students who are growing up with English as their sole language” (p. 6). Expanded access to dual language will ensure that more multilingual learners have access to this research-based program, supporting acquisition of both their first language as well as a more rapid acquisition of English language proficiency.

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?

- Hispanic/Latino
- English Learners
- Students with Disabilities

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

Confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.

Yes. We will adopt the three-year improvement targets established by DESE (Department of Elementary and Secondary Education) for the “Lowest Performing Students” group as our district’s SOA plan improvement targets.

Section 4: Engage Families/Caregivers and other Stakeholders

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.

We believe in the critical importance of families/caregivers as partners in our commitment to meeting the academic and social-emotional needs of every student and research shows that family/caregiver engagement is one of the five key levers for school success. Additionally, while we are fully dedicated to this practice for every student and family, we are cognizant of the impact that family engagement can have on ensuring the success of student populations most in need of support. Therefore, we are dedicating resources to increasing the effectiveness of our family engagement in general, and with these particular student groups.

Formal structures within that foster family engagement:

- Special Education Parent Advisory Council (SEPAC)
- the EL (English learners) Parent Advisory Council (ELPAC)
- School Site Councils with parents/guardians as members at every school, representative of school and district demographics.

We are committed to regular meetings and dialogue with each of these groups, which represent the students in

the identified student groups. The SEPAC and ELPAC meet monthly and provide multiple opportunities to share information and collect feedback from these especially important stakeholders. We will use these meetings to leverage parent/caregiver voices in the decision-making process and in the review of this second iteration of the Student Opportunity Act and adjust as necessary based on feedback.

We also have at least one bilingual and biliterate Family and Community Coordinator in all our schools. In addition, we have added two district level positions: Manager of Family/Community Engagement and a Manager of Translation and Interpretation. These positions coordinate the support offered by the Family and Community Coordinator at each school, set and implement cohesive family engagement across the district, and work with each Family and Community Coordinator to tailor their work to meet their school community's needs. This structure creates equitable access for families across the Lynn Public Schools and creates avenues for school-level and student-level differentiated support.

Measuring Family Engagement:

- Annual Feedback: Administer family/caregiver survey annually to solicit feedback on the implementation of initiatives and assess the impact. The same survey will be administered to all families but with different links for families of ELs and SWDs so that we can identify feedback and impact specifically for targeted student populations.

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?

The following took place (or is currently taking place) as part of our development and review of our Student Opportunity Act plan and the development of our new District Strategic Plan:

- An online survey on the Lynn Public Schools website allowing anyone in the Lynn community to offer feedback on support needed with the use of SOA funds.
- All 28 Principals will provide opportunities for their School Site Council to give input on funding priority areas and their impact and effectiveness on student learning.
- Family/Caregiver survey and focus groups are being conducted during all school site visits through the development of our new District Strategic Plan with the support of our consultant, Bellwether.

This is in addition to the significant amount of feedback and engagement as part of our initial Student Opportunity Act plan, which was used to guide priority areas in this plan as well. Additional stakeholder input is also ongoing as part of our District Strategic Planning process and will be incorporated into the implementation of our Student Opportunity Act plan with the goal of going deeper with these priority focus areas.

Further stakeholder feedback will be obtained from the elementary and secondary Superintendent's Teacher Cabinets, comprised of twenty-three elementary and twenty-two middle school and high school teachers. Centering Youth Voices, the superintendent's student cabinet, comprised of ten high school students from each secondary school, will also provide student-centered stakeholder input.

Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.

A stakeholder feedback survey (available in both English and Spanish) was sent via School Messenger to all families and staff, posted on District website, shared on all social media sites. It collected over 100 responses, which were

reviewed and incorporated into the plan.

The proposed SOA initiatives were shared with both our ELPAC and SEPAC (see [slide deck](#)) on 3/20 and 4/1 respectively. A thorough discussion of each initiative was provided, as was time and support to complete the feedback survey for families and caregivers. This feedback was incorporated into revisions of the SOA, and future iterations of the survey will allow us to review feedback specific to each of these student groups (the survey administered as part of our SOA feedback did not allow us to disaggregate although some responses noted that their student was a multilingual learner or was on an IEP in their narrative responses).

In addition, the district is writing a new district strategic plan. This process began in January and feedback from stakeholders has been crucial in this process. The team has conducted school site visits and focus groups with staff, students, and families. Specifically, a staff focus groups were held exclusively for English Language Development teachers, bilingual dual language teachers, and special education teachers and for ELPAC and SEPAC families.

Confirm that your school committee voted to approve this plan and provide the date of the vote.

The school committee voted to approve the Student Opportunity Act on March 28, 2024

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

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

2.4 Develop a Coherent and Holistic Range of Programming that is Responsive to the Needs and Interest of Diverse Learners

Which EBPs will your district implement within this Focus Area?

- **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).

Dual language is currently available at Harrington from pre-K through 3rd grade (opened in Fall 2020 and Connery in kindergarten and 1st grade (program opened Fall 2022). Kindergarten through 3rd grade serves approximately 50 students per grade level, in two classrooms at each school, and pre-K has 1 classroom of approximately 18 students. Over 300 students are currently enrolled in dual language programming in Lynn.

All LPS dual language programs are known as a 90/10 program, or total immersion. This means that all students enrolled in a dual language program spend 90% of their day in Spanish in pre-K and/or K. The percentage of time in English increases 10% each year after kindergarten, until it reaches 50% of the day in 3rd grade. It will remain at 50% for the remainder of the program.

Connery is a one-way dual language program, while Harrington is a two-way dual language program. This program structure is determined by individual building demographics. A one-way program means all students in a class are from a similar language background. In Connery, all students enrolled in dual language identify Spanish as a home language on their home language survey at registration (although Spanish proficiency levels will vary - some students may speak more Spanish than others). In a two-way program, like the one we have at Harrington, students are from a variety of backgrounds, including Spanish speakers, monolingual English speakers and speakers of languages other than Spanish. Because of the unique needs of pre-K, all dual language

pre-k classrooms will be one-way, serving students with an identified home language of Spanish.

By June of 2027, dual language will be fully built out at Harrington (spanning from pre-K to 5th grade) and will have reached 4th grade at Connery. Dual language will also be in its first year at Thurgood Marshall Middle School (6th grade). We also anticipate expanding access to dual language pre-K from one full-day DL (Dual Language) classroom serving Harrington School students to 3 full day dual language pre-K classrooms (2 for Harrington and 1 for Connery). Each of these classrooms will serve approximately 18-20 Spanish speaking 4-year-olds, providing high-quality first language oracy and early literacy development, *pending space*. As a result of this increasing expansion, we anticipate over 600 students enrolled in dual language at elementary school and an additional 125 enrolled in 6th grade at Thurgood Marshall Middle School. Based on current demographics of approximately 80% of current DL students identified as English Learners, we anticipate approximately 550 to 600 of these total students enrolled to be identified as English Learners, with additional students formerly identified as English Learners (FELs)

Dual language is one of the most effective programs to support multilingual learners, a student group identified in our data analysis as having the largest disparities in student outcomes. As noted in the data analysis above, “[s]tudies conducted over the last two decades in the United States have consistently shown positive academic, language and literacy, and cognitive outcomes for the students in DLE programs in both English and the partner language. These results hold true for emergent multilingual students who speak a language other than English at home, or perhaps two or more languages at home, one of which may be English, as well as students who are growing up with English as their sole language” (MA Department of Elementary and Secondary Education, 2023, p. 6)

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

Dual Language: Harrington Elementary School, Connery Elementary School, and Thurgood Marshall Middle School
Pre-K: all schools

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

DUAL LANGUAGE: \$3,607,804
PRE-K: \$660,446

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

DUAL LANGUAGE

DL Staffing

FY25 \$324,584 (4 teachers x \$81,146)

- Harrington 2 x Grade 4
- Connery 2 x Grade 2

FY26 \$649,168 (8 teachers x \$81,146)

- Harrington Staffing: 2 x Grade 4, 2 x Grade 5
- Connery 2 x Grade 2, 2 x Grade 3

FY27 \$973,752 (12 teachers x \$81,146)

- Harrington: 2 x Grade 4, 2 x Grade 5
- Connery: 2 x Grade 2, 2 x Grade 3, 2 x Grade 4
- TMMS: 2 content teachers

DL Pre-K Expansion

FY25: \$0

FY26: \$239,380

- \$162,292 teachers (1 Harrington, 1 Connery x \$81,146)
- \$82,380 paras (2 paras x \$41,190)

FY27: \$239,380

- \$162,292 teachers (1 Harrington, 1 Connery x \$81,146)
- \$82,380 paras (2 paras x \$41,190)

DL Teachers-in-Training (FY25-27)

- \$120,000 (\$40,000 tuition reimbursement x 3 years)
- \$741,420 (6 paras x \$41,190 x 3 years)

DL Materials (curriculum, assessments, etc.)

New materials: \$240,000 (\$20,000 x 12 new classrooms)

Consumables: \$120,000

- FY25: \$30,000 (\$2,500 x 12 existing classrooms)
- FY26: \$40,000 (\$2,500 x 16 existing classrooms)
- FY27: \$50,000 (\$2,500 x 20 existing classrooms)

DL Pre-K Expansion materials: \$50,000 (\$25,000 x 2 classrooms)

DL Curriculum development stipends:

\$30,000 (\$10,000 x 3 years with one new grade per year)

	FY25	FY26	FY27
DL Staffing	\$324,584	\$649,168	\$973,752
DL PK Expansion	\$0	\$239,380	\$239,380
DL Teachers-in-Training	\$287,140	\$287,140	\$287,140
DL Materials	\$110,000	\$120,000	\$130,000
DL PK Materials	\$0	\$50,000	\$0
DL Curriculum Development	\$10,000	\$10,000	\$10,000
Total per Fiscal Year	\$731,724	\$1,310,980	\$1,645,564
Total for 2.4C		\$3,688,268	

Pre-K

Pre-K Staffing:

FY25 \$365,774

- 1- Classroom Teacher \$81,146
- 2- Inclusion Teacher \$162,292
- 1- Paraprofessional \$41,190
- 1- Speech and Language Pathologist \$81,146

FY 26-27 Pre-K Expansion (fiscal year will depend on when space allows)

- \$122,336 per year (1 classroom = 1 teacher and 1 para)

Pre-K Materials (curriculum, assessments, etc.)

- 25,000 per classroom curricula, materials, equipment

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

J - Any other program determined to be evidence-based by the commissioner.

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

Dual Language:

1. Spanish literacy development (as measured by IRLA/ENIL parallel diagnostic literacy assessments and STAR Early Literacy screener)
2. ACCESS making progress rates
3. MCAS growth and achievement
4. Number of students enrolled in dual language/total number of dual language classrooms

Pre-K:

1. ESGI Assessment
2. Imagine Learning measures of universal skills for kindergarten readiness
3. Number of students enrolled in pre-K

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success.

Which EBPs will your district implement within this Focus Area?

2.3 B High-Quality Secondary Pathways and Programs: Pursue designation and implementation of high-quality pathways and programs (e.g., Early College, Chapter 74 Career Technical Education including After-Dark programs, Innovation Career Pathway programs, Career Connections programs, and/or other career-connected activities)

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).

Lynn Public Schools is striving to expand pathway opportunities to prepare students for college and career pathways that interest them and that lead to flourishing in-demand careers with family-sustaining salaries. Currently, Lynn Public Schools has approved After Dark designations in Advanced Manufacturing; Metal Fabrication and Joining Technologies; Heating, Ventilation, Air Conditioning and Refrigeration; and Health Assisting and we are exploring ways to strengthen and expand this program. Early College is thriving in Lynn Public Schools with designations with two partners at both Lynn English High School and Lynn Classical High School with opportunities for students to enroll at Salem State University and North Shore Community College in the career pathways of IT and Computer Science; Business, Education and Healthcare. Lynn Vocational Technical Institute is also part of the North Shore Community College designation for vocational students at North Shore Community College to enroll in general education and business pathways. In addition, we are in year two of the addition of an Early College High School, Frederick Douglass Collegiate Academy, enrolling grades 9 and 10 this year, Grade 11 in SY 24-25 and Grade 12 in SY 25-26. Students in Frederick Douglass Collegiate Academy can earn up to an associate's degree. Students that attend Lynn Classical High School and Lynn English High School also have access to a Spanish language pathway, featuring general education courses taught in Spanish language. Students from these schools have access to the Early College Promise program in SY 22-23, approximately 25 students, who completed early college courses in grade 10-12, per year attend Salem State University and remain a 13th year student at their high schools. The "Viking Scholars" complete up to 30 college credits in addition to the early college credits they have already earned in their early college pathways.

Within three years LPS anticipates accomplishing:

- Robust implementation of MyCAP curriculum in grades 6-12, ensuring a clear throughline of information for

post-secondary pathways of the student's choice. MyCAP plan development will be clearly articulated in the program of studies and on district and school websites, including a MyCAP calendar of activities by school. This includes the potential of offering credit for 9th through 12th grade MyCAP.

- Clear multi-channel communication with students and families to ensure students and families receive the communication and support they need to access educational opportunities available to them.
- Annual MyCap Institute, bringing together each school's MyCAP development team to continuously vertically align and improve development and implementation in grade 6-12 across schools.
- Development of relationships with employers and establishment of systems, structures for scheduled job-shadows, internships, mentoring, career speakers at non-technical high schools, with more robust career exploration augmented by career speakers at the middle schools.
- Successful pilots of scheduled work-based learning programs in year two of SOA.
- Broad implementation for seniors in year three of SOA.

Our data shows disparities in pathway enrollment for the identified subgroups – English Learners, Students with Disabilities and Hispanic/Latino. Targeted recruitment and information sessions for parents/caregivers of students in grades 8-12 of these represented student groups will build understanding of how these dual-enrollment experiences support high school completion and post-secondary course completion at no-cost with added supports from Early College Coordinators, academic high school teachers, student academic advising center at the colleges, and additional workshops and support programs needed to succeed. In addition, we will review current referral and application processes for all programs and schools to identify any potential biases or barriers that may unintentionally decrease representation from the identified student groups. These two, in tandem, will help decrease disparities that impact access to postsecondary programs and pathways. The early exposure to career and academic planning will result in students making interest-based decisions for pathway opportunities in high school and college. We will measure the activity completion rate of all students by grade level to address any disparities in access to our identified subgroups.

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

High Schools

Fecteau-Leary
Frederick Douglass Collegiate Academy
Lynn Classical
Lynn English
Lynn Vocational Technical Institute

Middle Schools

Breed Middle School
Discovery Academy
Pickering Middle School
Thurgood Marshall Middle School

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

\$926,000

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

Year 1 Hire District Guidance Counselor to work with Pathways Project Manager to collaboratively develop the systems and structures within our schools to facilitate work-based learning and begin piloting work-based learning in the educator pathway. Develop and establish employer-partners and schedule of available job shadowing and internships for Year 2. Determine transportation needs for the following year.

District Guidance Counselor \$115,000
Pathways Project Manager \$82,000

Year 2 Continue building and strengthening scheduled opportunities for career exploration and work-based learning experiences. Hire work-based learning managers to coordinate work-based learning for students in our non-technical high schools for expanded pilots of job shadowing and internships for Year 2.

District Guidance Counselor \$115,000
Pathways Project Manager \$82,000
Work-Based Learning Managers \$110,000 (2 @ \$55,000)
Transportation \$50,000

Year 3 Full implementation of robust career exploration grades 6-12 and scheduled work-based learning experiences for high schoolers.

District Guidance Counselor \$115,000
Pathways Project Manager \$82,000
Work-Based Learning Managers \$110,000 (2 @ \$55,000)
Transportation \$65,000

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

- I. Developing additional pathways to strengthen college and career readiness.

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

Reduce the chronic absenteeism of English Learners
Improve students' perceptions of school culture and climate
Increase in % of English learners making progress on ACCESS.
Increase in pathway program enrollment rates.
Increase in 4- and 5-year graduation rates.
Increase in college enrollment/persistence rates.
Increase in attainment of work-based learning credits earned in high school and career recognized certificates/credentials.

Select the Focus Area that your district will prioritize over the next three years to address the academic disparities identified in your data analysis.

1.2 Implement a multi-tiered system of support (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.

Which EBPs will your district implement within this Focus Area?

1.2A Effective Student Support System: Implement key systems to build an effective approach to MTSS (e.g., using data to identify students' strengths and needs, matching students with appropriate supports, and monitoring progress)

1.2B Comprehensive Tiered Supports: Provide a comprehensive set of tiered supports for all learners across all three domains – academic, social/emotional, and behavioral – that are culturally sustaining and universally designed

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).

Academics

Our district is in the infancy stages of developing an MTSS model. We currently have pockets of tiered support: Social-Emotional Learning supported by the clinical model, uniform school wellness meetings support attendance and discipline, and PBIS (Positive Behavioral Interventions and Supports) is in 10 of our schools to support positive

behavioral expectations. We are in the introductory stage for an academic model of MTSS. This year, we introduced an emerging conceptualization of an overall system for MTSS within and across the district in our district Professional Learning Community meetings with principals and school leadership. Our goal for the next three years is to firmly establish a robust MTSS framework memorialized in a district MTSS coherent guidebook. Currently our HQIM platforms provide strong Tier 1 resources for grade level and standards-based instruction. In addition, Tier 2 resources and materials are accessible to teachers through these platforms. Strong Tier 1 materials with scaffolds and “just in time” supports will provide the resources necessary for our students with disabilities and ELs to access grade-level instruction.

Year 1: Standardizing Operational, Academic, and Other Non-Academic Practices for All Learners

- Optimizing student information systems including expanding Open Architect data dashboards to measure student progress towards standards-based mastery across content areas
- Establish school-based teams in partnership with district leadership with clear roles, responsibilities, and expectations for effective data use structures, protocols and procedures (e.g. data practices, ILT, PLC, Learning Walks, Vertical alignment in/and across schools)
- Define, and create an awareness and shared understanding of Tier I practices that are culturally and linguistically responsive towards inclusivity and belonging in both the academic and SEL realms
- Establish clear mapping and guidance documents to support differentiation, appropriate scaffolds and access to Tier I practices

Year 2: Refinement of Instructional Practices and Systematizing Practices

- Implement and refine standardized practices with fidelity for student information systems
- Train all staff on how to use data dashboards and Looking at Student Work (LASW) to understand data and inform practices
- Use data to identify tiers of instruction and appropriate scaffolds and supports for students
- Enhance effective use of data practices to inform decisions
- Implement School Alike Peer Learning Walks across Schools
- Implement systems to progress monitor practices and progress towards continuous improvement goals
- Expanding Datawise practices across all schools
- Continued focus and delivery of best practices for Tier I in Academics and SEL
- Begin identifying systems for Tier II and Tier III intervention
- Develop and empower instructional leaders who can facilitate effective coaching and learning experiences for adults/students by providing training and resources in pedagogical approaches.
- Use of rapid cycle learning walk data monitor practices

Year 3: Full Implementation and Alignment Across the District

- Create a system for cross-school learning walks to ensure vertical and horizontal alignment
- School-based teams fully own their progress monitoring and facilitate their own progress monitoring structures
- Tier II and III are fully implemented for all students with clear expectations for ELs and Students with Disabilities that is grounded in research for each student population to develop independent learners

All 3 Years:

- Professional development for differentiating tiered support for all learners utilizing a Standard-Based Instruction (SBI) planning lens and rigorous project-based learning (PBL) through PBLWorks using HQIM to strengthen overall Tier 1 instruction, particularly for English learners and students with disabilities.
- Instructional coaches support implementation of the adopted instructional materials to accommodate the needs of our ELs and students with disabilities.
- Support Inclusion teachers and their general education co-collaborators in professional development of Standards-Based Instruction with data literacy practices.

Social Emotional Learning and Mental Health

MTSS is established in the structure of our Social Emotional Learning team's clinical model, which provides the student support needed in our schools. Funding will be used to support those positions and increase the number of schools using PBIS. The district data dashboard through Open Architects will be used to analyze and progress monitor academic, social-emotional, and behavioral data. District and school leadership will engage in data cycles to monitor and respond to student outcomes.

Year One: Building and Expanding Tier One Supports

- Expansion of PBIS
- Support of teacher-led SEL curriculum (Caring Schools Community) and advisory SEL lessons (secondary)
- Immersion in Wellness Meetings and Attendance Initiative, *Every Student Every Day*
- Behavioral consultation & response schoolwide
- Support and development of *SEL Parent Nights* and events
- Implementation of Mental Health Supports & Screeners such as iDECIDE and SBERT evaluations
- Implementation of student climate and culture survey (collaboration with data team)
- Implement data collection system for caseloads and referrals

Years Two and Three: Refinement & Expansion of Tier 2 & 3 Practices:

- Crisis intervention
- Increase community collaboration
- Teacher coaching (de-escalation, Safety Care, behavior plans)
- Small group sessions (healthy relationships, grief groups, CBT)
- Refinement of compliance job responsibilities related to special education and IEP expectations

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

- Clear communication and professional development of standards-based instruction, PBL, and the Clinical Model will be delivered to all schools across the district. In the first year, intense support will be delivered to schools Requiring Assistance and Identified for SWD (Students with Disabilities) and EL subgroups. Those schools are Breed, Drewicz, Lynn Classical, Lynn English, Washington
- In the second year, intense support will expand to Schools Requiring Assistance and those with large special education and EL populations. Those schools are Cobbet, Harrington, Fecteau, Hood, Ingalls, Pickering, Ford, Thurgood Marshall, and Connery
- The third phase will support training and professional collaboration time for teachers in the Inclusion Model across all schools.
- All 18 elementary schools receive the new early literacy screener, social studies, and science HQIM
- Breed, Thurgood Marshall, Pickering Middle School and the 8th grade Discovery Program at Lynn Vocational Technical Institute will receive support for ELA adoption, social studies adoption, and science adoption

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

€ **Total Cost of Effective Student Support System: \$49,905,992**

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

FY25

Classroom & Specialist Teachers & Coaches:

- 1 special education teacher (\$81,146); 2 paraprofessionals (\$82,380)
- Total = \$163,526

Pupil Services:

- SEL (Social Emotional Learning) Clinical Staff=67 Clinicians/SWs (\$5,436,782), 27 Clinical Supervisors (\$3,097,008)
- Total = \$8,533,790

Professional Development for three years:

- € PBIS/iReady/Inclusion/MTSS (\$173,333)
- € MLL (Multilingual Learners) support for targeted schools: teachers gr 3-5, new hires K-2. coaches- (\$140,000)
- € PBL Works (\$173,100)
- € LVTI Junior/Senior Early Childhood Co-op (\$272,000)
- € May Institute to support PBIS (\$14,700)
- € Total = \$773,133

Resources:

- € Data Dashboards (\$90,000)
- € PBIS SWIS Database (\$4,200)
- € Total = \$94,200

Instructional Materials, Equipment, & Technology:

- € Open Architect Data Dashboard no cost
- € Soliday (\$50,000)
- € iReady Personal Pathways (included in the whole contract)
- € Read 180 (\$80,000)
- € IXL (\$100,000)
- € Total = \$230,000.

Family Engagement and Attendance:

- € Family Engagement and Data Tool: Attendance Intervention Suite (\$90,000); Professional Development (\$8,000); Alternative Remedies: PASS (Partner Alliance for Safer Schools) Program (\$15,000)
- € Total = \$113,000

HQIM Purchase and Maintenance

- Science: \$2,277,270
- Math: \$2,450,000
- History: \$700,000
- ELA: \$2,004,326
- Professional Development: cost is bundled in the purchase of HQIM
- Instructional Materials, Equipment & Technology: cost is bundled in the purchase of HQIM

FY26**Classroom & Specialist Teachers & Coaches:**

- 2 special education teachers (\$162,292); 3 paraprofessionals (\$123,570), 4 coaches (\$324,584)
- Total = \$610,446

Pupil Services:

- SEL Clinical Staff=67 Clinicians/SWs (\$5,436,782), 27 Clinical Supervisors (\$3,097,008)
- Total = \$8,533,790

Professional Development for three years:

- € PBIS/iReady/Inclusion/MTSS (\$173,333)
- € MLL (\$56,000)
- € PBL Works (\$203,518)
- € LVTI Junior/Senior Early Childhood Co-op (\$272,000)
- € Total = \$704,851

Resources:

- € Data Dashboards (\$90,000)
- € PBIS SWIS Database (\$4,900)
- € Total = \$94,900

Instructional Materials, Equipment, & Technology:

- € Open Architect Data Dashboard no cost, Soliday (\$50,000), iReady Personal Pathways (included in the whole contract), Read 180 (\$80,000), IXL (\$100,000)
- € Total = \$230,000.

Family Engagement and Attendance:

- € Family Engagement and Data Tool: Attendance Intervention Suite (\$90,000); Professional Development (\$8,000); Alternative Remedies: PASS Program (\$15,000)
- € Total = \$113,000

HQIM Purchase and Maintenance

- Science: \$1,440,270
- Math: \$2,450,000
- History: \$700,000
- ELA: \$1,343,778
- Professional Development: cost is bundled in the purchase of HQIM
- Instructional Materials, Equipment & Technology: cost is bundled in the purchase of HQIM

FY27

Classroom & Specialist Teachers & Coaches:

- 3 special education teachers (\$162,292); 4 paraprofessionals (\$123,570), 6 coaches (\$324,584)
- Total = \$610,446

Pupil Services:

- SEL Clinical Staff=67 Clinicians/SWs (\$5,436,782), 27 Clinical Supervisors (\$3,097,008)
- Total = \$8,533,790

Professional Development for three years:

- PBIS/iReady/Inclusion/MTSS (\$173,333)
- MLL (\$56,000)
- PBL Works (\$203,518)
- LVTI Junior/Senior Early Childhood Co-op (\$272,000)
- Total: \$704,851

Resources:

- Data Dashboards (\$90,000)
- PBIS SWIS Database (\$4,900)
- Total = \$94,900

Instructional Materials, Equipment, & Technology:

- Open Architect Data Dashboard (no cost), Soliday (\$50,000), iReady Personal Pathways (included in the whole contract), Read 180 (\$80,000), IXL (\$100,000)
- Total = \$230,000.

Family Engagement and Attendance:

- Family Engagement and Data Tool: Attendance Intervention Suite (\$90,000); Professional Development (\$8,000); Alternative Remedies: PASS Program (\$15,000)
- Total = \$113,000

HQIM Purchase and Maintenance

- Science: \$1,895,000
- Math: \$2,450,000
- History: \$700,000
- ELA: \$1,236,334
- Professional Development: cost is bundled in the purchase of HQIM
- Instructional Materials, Equipment & Technology: cost is bundled in the purchase of HQIM

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

C. Social services to support students' social emotional and physical health.

What metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress against these metrics in your annual update to DESE starting next year.

- Increased use of data inquiry cycles to inform instruction through PLCs (Professional Learning Communities) at each school by grade-level and/or content.
- Decrease in disparities in academics, social and/or behavior indicators as measured by:
 - BOY, MOY, and EOY assessments by content, grade-level, and subgroup
 - Decrease in overall discipline rates
 - Decrease in chronic absenteeism through school-based Wellness Team meetings monthly review
 - Increase in positive student perception of school culture and climate
 - Reduction in the number of students in Tier 2 and Tier 3 interventions and support
 - MCAS in key grade levels (3rd, 8th, 10th)