

## Section 1: Summarize your district's plan

### Petersham (0234) 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.

The Petersham Center School is a small rural single school district comprised of approximately 130 students in Grade K-6. The school has a large school choice population and in any given year can have a 40% - 60% school choice population. Due to its small size the school has one classroom at each grade level K-6 and any preschool student student needing related special education services receives them through drop in model for speech, OT, and PT. While the school's demographics in terms of race and gender have remained fairly consistent; there has been a shift in the number of students currently identifying as EL, low income, and high needs. In 2017 the district had no EL students and beginning in SY 2023-2024 had to hire a full-time EL teacher to address the EL student population. While the district still is considered a low incident district in regards to EL students, the varying need and placement among the grade levels has necessitated the hiring of the full-time EL teacher. In addition, there has been a significant increase in the percentage of low income students going from 17% in 2017 to 32.8% in 2024. Also, the percentage of high needs students has increased from 32.3% in 2017 to over 40% in 2024; this is reflective of the increase in EL student and low-income populations.

Despite the changes in student population, the staffing at the school has remained consistent, especially at the primary grades where students establish the foundation for their learning. There has been some changes in the grades 3-6 teacher population and in the special education and EL teacher population, with with approximately a 50% change over in the last 5 years. When examining student data it was noted that over 36% of low income students experienced chronic absenteeism in 2023 and over 20% of students with disabilities also experienced chronic absenteeism. It is important to note that while the data shows that Hispanic students also have a high rate of chronic absenteeism, due to the low percentage of Hispanic students in the district, 1 or 2 students can

significantly skew data by up to 10-15%.

In terms of MCAS proficiency, the school is out performing the State (gr. 3-6) in ELA by 3% but lags behind (gr. 3-6) in math by 10% and in science by 8%. In 2018 the school had an accountability rating of the 25th percentile and currently has an accountability rating at the 54th percentile. Twice in the last seven years the school has been recognized for its performance by DESE. In 2019, the school was identified as a "School of Recognition for High Growth" and in 2024, the school was identified as a "School of Recognition for Meeting or Exceeding Targets."

Overall the school continues to make steady progress towards increasing students proficiency; however, while SWD are in line with their peers in the State regarding ELA and math as measured by MCAS they remain significantly behind the regular education peers in the district. There is over a 40% gap in proficiency for SWD as compared to their regular education peers in ELA and a 23% gap in math between SWD and their regular education peers. The district/school needs to develop an action plan for accelerating academic growth for these students.

The evidence based programs that the district/school have identified to address the disparities in learning are: 1) **implementing a comprehensive tiered system of support**, 2) **provide target academic support through extended learning time**, and 3) **purchase and implement curriculum materials that meet the HQIM criteria** established by *MA Curate* and *EDReports.org* and provide all students with equitable access to the State Curriculum Frameworks.

By **implementing a comprehensive tiered system of support**, the district/school will be able to remediate and close existing gaps and prevent gaps from further widening. As outline in its district literacy plan the school will assess students 3x per year and screen for possible dyslexia in grade K-3, the district will also use its' local formative assessments to determine instructional trends for the school, grade level, and individual students. The school will use this data to develop action plans for student to close academic gaps and accelerate student growth. In addition, any student receiving Tier II or Tier III supports will be routinely progress monitored using local high quality assessments (such as *DIBELS* and *iReady Math* and *iReady Reading*) to target instruction and plan for any reteaching needed. The district/school will ensure any student identified as being possibly dyslexic will receive reading support from either a reading specialist or a licensed special education teacher. The district will also use the assessments in *Ready Math* in order to provide students with supplemental support via *iReady Math* to address any learning gaps.

Regarding the evidence based practice of **providing target academic support through extended learning time**, the district/school is committed to providing students with an intensive Summer Learning Program that address gaps in ELA and mathematics. Students are identified for this program and outreach is done through school administration. While this program is small due to funding limitation, the majority of the students enrolled are SWD and EL learners. When hiring for these positions, the districts seek educators that have been highly successful in closing learning gaps and who have previously taught in such programs. The district also looks for educators that have specialized skill sets such as training in Orton-Gillingham Reading and/or extensive math professional development. Educators are provided with training in meeting the needs of diverse learners prior to the summer learning program. Due to funding limitations, the district/school attempts to provide February and April Vacation Acceleration Academies whenever possible. In the last three years, the school was able to provide these acceleration academies in 2022 and 2024, unfortunately the school did not receive the grant funding for 2023. As with the Summer Learning Program, the district employs the same criteria for recruiting both students and educators.

The third evidence based practice that the district/school is committed to is the implementation of the **purchase and implementation of curriculum materials that meet the HQIM criteria**. The district has purchased a new math curriculum (*Ready Math*) that meets the established HQIM criteria established by *MA Curate* and *EDReports.org* and began implementation in SY 2023-2024. Teachers have received initial professional development in delivering the

curriculum with fidelity and integrity and in use of all the components of the program including use of its formative and summative assessments. The district will continue to provide educators with ongoing professional development in the HQIM math program that has been adopted and begin providing educators in PD in differentiating the curriculum to meet the needs of all learners. During year II of implementation, the district will begin mapping the curriculum so that it aligns with the State Curriculum Frameworks both horizontally and vertically.

In SY 2024-2025, the district will begin reviewing a new ELA curriculum for implementation in SY 2025-2026. The school will follow the curriculum selection protocol to ensure that any program selected not only meets the HQIM criteria but is also examined for implicit bias. This selection committee will be comprised of a cross section of educator representing all student groups and population (especially SWD and EL students).

## 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?

The most significant disparities in student learning noted was the gap in proficiency between SWD and their non-disabled peers. These students were between 23% and 40% behind their peers in math and ELA proficiency respectively as measured by MCAS. In addition, SWD are more apt to be chronically absent their peers throughout the State. Due to the school's size it is often difficult to distinguish trends as subgroup data is not reported due to groups size and by reporting the data it would be too easy to identify specific students. As a result, educators examine students on an individual basis with students requiring intensive supports to receive it from the Title I or special education teachers.

### \* 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 has shown that the best way for Petersham Elementary to address disparities is to continue to view students individually based on their individual needs. This often involves the school providing cross-grade level support in order to maximize their resources. It is an asset based model that builds from the strengths the student currently has moving them towards proficiency while working within their current zone of proximal development. In addition, SWD are eligible for support from both the special education teacher and the Title I reading specialist. When reviewing student data, the data team will design an intervention plan that provides students with the support they need while still ensuring that said students receive all services outlined in their IEP.

The school works on a theory of action that if student needs are identified early and targeted instruction is provided using HQIM and evidence based practices and the instruction is delivered by highly skilled and trained educators who consistently use data to progress monitor and adjust instruction, then students will demonstrate a closing of academic gaps and accelerated growth.

**\* 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

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.**

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## 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.**

The district/school currently engages with families through a variety of means. The school regularly sends out all call communications that are delivered via email, phone call, and text to parents regarding upcoming events and happenings at the school. In addition, the district keeps an active social media presence via Facebook. The district also surveys families/caregivers regarding implementation and use of its ESSA funding and with assistance in developing its SOA plan. Each year, the school seeks parent/caregiver membership for its school counsel and holds both in person and virtual meeting for Title I and ESSA. By utilizing both in-person and virtual meetings the district/school is able to engage with more families by meeting their individual communication needs. The district also hold regular SPEC meeting for families; again, these meeting are held both in person and virtually to meet the varying needs of families wanting to attend.

In addition, to meetings regarding specific programing, the school hold a host of engaging activities for students and families such as Bingo for Books, its annual Strawberry Shortcake Social, and other seasonal events and activities.

**\* 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.**

The district will continue to survey families on the best way to meet the needs of the students and caregivers. The district will continue to employ surveys, in person meetings, and virtual events seeking feedback and input. The district will review responses from famiies and caregivers and continue to revise and edit

its outreach methods based on feedback from families. This feedback will also be used to develop ongoing school plans and supports for students and families/caregivers.


**\* 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.**

The district utilized surveys to various stakeholders regarding use of its ESSA funding, the areas to be addressed in its SOA plan, and a professional development survey for educators. The district also reviewed its VOCAL data and feedback from school committee meetings and school council meetings; the district will continue to utilize these methods and adapt and revise its outreach based on input and feedback received from stakeholders.

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

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

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



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

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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

**\* 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 school will implement a system of tiered support in order to close achievement gaps and accelerate student learning. 3x a year, the district/school data team will meet to form groups for tiered supports. The team will look at each student's need, as identified by data, (both formative and summative) and will group students (due to the small size of the school and limited intervention staff, groups may be multi-graded) in order to maximize support for a greater number of students. The data team will also look at the current supports and interventions each student is receiving and make recommendations for outside support such as summer programming and vacation programs in order to prevent summer slide and move students towards proficiency. The district will continue to provide both general education teachers, interventionist, and special education teachers PD in evidence based practices (especially in foundational literacy and elementary mathematics) and in strategies for meeting the needs of diverse learners -- especially SWD and EL learners in mind.

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

Petersham Center School

\$ 600,000.00 **\* What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

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

The district will continue to employ special education and intervention teachers to provide Tier II and Tier III services for students. The district will utilize both general funding and Title I and IDEA funds for this staffing.

**\* 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?**

The district will monitor the progress of Tier II and Tier III support through it 3x year benchmark data and through routine progress monitoring that occurs during delivery of Tier II and Tier II support. Educator will adjust their practice based on the progress monitoring data and either decrease a support or add/replace a current support to ensure that all students make adequate and meaningful progress. In addition, the district/school will analyze annual State assessment data to identify any trends for specific subgroups -- especially SWD.

**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

**\* 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/school will continue with its curriculum implementation process of selecting, purchasing, and implementing HQIM that meet both *MA Curate* and *EDReports.org* criteria. The district will develop an implementation plan for all new curricula purchased. The plan will include a minimum of a three-year implementation process that include delivering the curriculum with fidelity and integrity, using formative and summative assessments to plan instruction and assess student learning, development of a curriculum map and pacing guide, and professional development in using data to differentiate instruction for both small group and individual students so that all student make meaningful gains. While HQIM matters, the district also recognizes that meaningful ongoing professional development and coaching must be provided in order to ensure equitable access to the State's Curriculum Frameworks for all student groups -- especially the identified subgroup of SWD.

The district is on a continuous cycle for implementing new subject area curricula the district will ensure that a selection committee made up of various stakeholders will review and select HQIM that address the needs of all subgroups; in addition, the selection committee will be responsible for reviewing the selected curricula for implicit bias.

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

Petersham Center School

\$ 150,000.00 \* **What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

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

The district will use a combination of funding. General funding and rural aid will be used for the initial purchase of high quality curriculum and a combination of grant (Title IIA) and general funding will be used to provide PD in the curriculum and in differentiating the curriculum to meet the needs of diverse learners.

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

Select all that apply

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**

- ☐ EBP 2.1B Supporting Curriculum Implementation
- ☐ EBP 2.1C Comprehensive Approach to Early Literacy+
- ☐ EBP 2.1D Early Literacy Screening and Support+

**FOCUS AREA 2.2 Use the MTSS process to implement academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning**

- ☐ EBP 2.2A Effective Use of WIDA Framework
- ☐ EBP 2.2B High Leverage Practices for Students with Disabilities
- ☐ EBP 2.2C Collaborative Teaching Models
- ☒ EBP 2.2D Targeted Academic Support and Acceleration+

**\* 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 Petersham Center School will continue to offer to students targeted academic supports and acceleration beyond the school day. These supports will be in the form of its Summer Learning Program and if available, February and April Acceleration Academies. The school will target specific students based on both academic and attendance data with a particular focus on SWD and EL learners. School administration will reach out individually to these students sharing with families/caregivers the benefits and need for students. Educators hired to work these programs will be educators identified as having success in

closing achievement gaps, educators with previous experience and success in teaching in such programs, and/or educators with specific skills and training such as educators with training in Orton-Gillingham, AVMR, or having reading, mathematics, or special education certification. Prior to starting the program all hired educators will receive professional development in meeting the needs of diverse learners. The district will keep program size small with a 12:1 student-teacher ratio with a paraprofessional hired to support students in each grouping of 12. In addition, prior to beginning the programs, the educators will review the data of identified students to determine priority areas of instruction in ELA and/or mathematics (depending on the specific acceleration academy or the summer programming). Educators will also review any IEPs of student enrolled and any EL Success Plan for any EL students enrolled in the program. At the end of each acceleration academy or summer programming the school will report out to the Superintendent and the school committee the highlights and success of the programming. The majority of students that have been identified for these supplemental program have been SWD and as such are the targeted group identified in the district/school's SOA plan.

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

Petersham Center 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.**

The district school will braid a variety of funding sources: general funds, IDEA grant funds, Title I funds, and other State grants received that address this evidence-based practice.

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

Administration, Classroom & Specialist Teachers, Professional Development (+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?**

The district will use both State and local assessments to measure the success of the extended learning time programs. Students that attend the program will be compared with their like peers that did not attend the program to determine the benefits students received to assess the success of these extended learning time programs. The district will also look at annual MCAS proficiency and local benchmark assessments: DIBELS, Ready Math, and Ready Reading assessments. In addition, the school will monitor students attendance to determine if the supplemental program had a positive effect on students' chronic absenteeism.

**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