

## Section 1: Summarize your district's plan

### Ralph C Mahar (0755) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

**Your work will not automatically be saved.** To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

#### 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 Ralph C Mahar Regional School is a small, rural secondary school located in Franklin County. It is comprised of Grades 7-12 and receives students from the following feeder districts: Orange, Petersham, New Salem, and Wendell; the school also has a significant school choice population, primarily from Athol, MA. The district has shown a steady decline in its student population from 628 students in 2024 to 504 students in 2024; approximately a 20% decline in overall enrollment. While racial and gender demographics have remained the same, other areas have increased such as the percentage of SWD, low-income students, and high needs students. In 2020, SWD comprised 20% of the student population and in 2024 that percentage has risen to 27.4%; in addition, the percentage of low-income students in the district has increased by over 17% from 40% in 2020 to 57.9% in 2024. As a result of the increase in the percentage of SWD, low-income, and a doubling of EL students in the district, the overall percentage of high needs students has increased from 49.7% in 2020 to 65.9% in 2024 -- a 16.2% increase.

In terms of accountability the district has been making steady progress from its 2020 accountability percentile of 26 to its 2023 accountability percentile of 30. A deeper analysis of the district's data indicates that the district lags behind the State in all areas excluding Grade 8 science where the district is 4% above the State average for students meeting or exceeding the standards, as measured by MCAS. When looking at subgroups, the low-income and high needs students (except for grade 7 ELA, which is slightly below the State) are achieving on par with their peers in the State and have an overall higher SGP. The biggest gaps identified show SWD are significantly behind their non-disabled peers both in the State and in the district. In addition, non-disabled students in the district are significantly behind their peers in the State for ELA, mathematics, and science -- with an average gap for non-disabled student between the district and the

State of approximately 9%.

The district/school has also seen a decline in the number of student taking advanced coursework over the past few years, with 53% of juniors and seniors enrolled in advanced course as compared to 43.5% in 2023 -- a 9.5% decrease. While the district has seen a decrease in advanced coursework participation, there has been an increase in students scoring 3+ on AP exams from 42.9% in 2020 to 58.2% in 2023. The reduction in students taking AP course may be due to the increase number of students currently enrolled in dual enrollment courses with Greenfield Community College.

In terms of graduation rate, the district/school lags behind the State with an 8.4% gap. This gaps is even larger for the SWD with a 22.4 percent gap as compared other SWD in the State. The district has begun credit recovery programs for the last two years and will continue to focus on this area. Chronic absenteeism continues to plague the district will over 20% of the student population demonstrating chronic absenteeism, this is especially true for SWD who have close to a 25% chronic absenteeism rate and low-income students with a chronic absenteeism rate of close to 29%. In addition, to chronic absenteeism, the district/school 4-year graduation rate is approximately 8% behind the State average of 90%.; the graduation rate for SWD is even larger with a over a 34% gap as compared to students across the State and low-income students lag behind their district/school peer with a 5.5% gap in their graduation rate, with them being 13.8% behind the State overall average.

After an analysis of the data, the district/school's SOA plan will focus on the following evidence-based practices: 1) **Expanded Learning Time**, 2) **High-Quality Secondary Pathways and Program**, and 3) **Increased Professional Development**.

Regarding **Expanded Learning Time**, the district will continue to offer Summer Learning Programs that provide students with intensive-subject area programming in ELA, mathematics, and science. In addition, the district/school will continue to offer cost-free credit recovery programs that target Grade 9 students in an effort to keep students with their graduation cohort with the goal of increasing graduation rates. The district/school will also continue to target chronic absenteeism with its after school/out of school attendance recovery program. The district/school has merged its attendance recovery program with its after school tutoring program which provides students with opportunities to recover attendance and receive tutoring simultaneously. These programs will be specifically targeted to SWD and low-income students that have increased chronic absenteeism and/or academic gaps compared to the peers. It is the goal of implementing this strategy that the district/school will see an increase in students' ELA, math, and science proficiency as measured by MCAS -- especially for the targeted subgroups.

The second evidence-based practice the district/school will employ is the implementation of **High-Quality Pathways and Programs**. The district will continue to offer students cost-free options to participate in dual enrollment college course with the option to earn up to 16 credits prior to graduation. The dual enrollment program will pair a community college professor (teacher of record) with a content area licensed teacher to provide in class support to students participating in dual enrollment courses, thus providing students with in-house student tutoring services. The district/school educator will act as a liaison between the student and the professor, assisting students with navigating the college process. In addition, the district/school will continue to provide students with meaningful career opportunities such as paid internships at the local elementary school, In addition, the district has been working with local business to establish other internship opportunities for students to gain meaningful employment skills. The district has also added elective courses that allow students to acquire various employment skills -- such as: JROTC, Firefighting Course I & II (offered through a partnership with the local fire department), dronebotics (where students are able to earn the FAA license to operate a drone). It is the goal of the district that by offering diverse college and career options the overall graduation rate for students will increase and chronic absenteeism will decrease.

The third focus area of the district/school SOA plan is **Increased Professional Development**. Given the overall academic gaps for SWD and low income students, who encompass a large percentage of the student population, the need to focus on core tier I instruction needs to be a focus, so that all students have equitable access to the curriculum regardless of income or programming. Educators will be provided professional development that focuses on meeting the needs of diverse learners, differentiating lessons that all all students access to the State Curriculum Frameworks, developing performance based measures for students to demonstrate their learning, and a focus on writing across the curriculum that will build students communication skills and allow students extended opportunities to convey their understanding across curricula. It is the goal of this initiative to increase educators abilities to meet the needs of diverse learners and as a result the district/school will see increase student proficiency as measure by MCAS and an increase in student graduation and a decrease in chronic absenteeism.

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

### Ralph C Mahar (0755) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

**Your work will not automatically be saved.** To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

## 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?

While conducting the data analysis, the most significant disparities noted in student learning experiences are the academic gaps that low-income and SWD experience. While the general school population lags behind their peers in the State, this is especially prevalent for low-income and SWD. Given the high percentage of SWD and low-income students in the district, by focusing on these subgroups the district/school should see an overall increase in the performance of all students. In addition to academic gaps, the district/school has noted that these two subgroups, SWD and low-income students, also have lower graduation rates, lower rates of participating in advance course work, and increased chronic absenteeism.

Middle school SWD are 10% behind their grade level peers in the school in ELA proficiency (as measured by MCAS) and 29% behind their peers in the school in mathematics. In addition, high school SWD lag behind their non-disabled school peers by 46% in ELA, 34% in mathematics, and 17% in science (as measured by MCAS). In addition, low income student in middle school have a 23% gap with their non-low income peers at the school in ELA, a 27% gap in mathematics, and a 20% gap in science. In high school, the gaps continue with low-income students having a 14% gap as compared to their non low-income peers at the school. This gap is 19% in mathematics and 13% in science.

As the identified subgroups make up such a significant portion of the school population, the school should see not only an increase in academic proficiency but also for high needs and the general school population.

The district/school also observed that SWD and low-income students had increased rates of chronic absenteeism and lower graduation rates. SWD have a 4-year graduation rate that is 22.4 percent lower as compared SWD in the State. In addition, SWD had a chronic absenteeism rate of 24.8% compared to an aggregate student rate of 21.1% Low-income students also had a significant gap in their 4-year graduation rate compared to their peers in the school with rate of 76.2% compared to their peers in the school with a 4-year graduation rate of 81.7%.

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

The triangulation of our data suggests that not only do SWD and low-income students have lower proficiency rates across the board, these student groups also have lower graduation rates. The increased rate of chronic absenteeism for these groups suggest that lack of consistent attendance may be contributing to decrease access to the curriculum and as a result lower overall proficiency rates, an increase in dropout rates, and a decrease in the 4-year graduation rate for these two subgroups.

**\* 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

#### Ralph C Mahar (0755) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

**Your work will not automatically be saved.** To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

### 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

### Ralph C Mahar (0755) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

**Your work will not automatically be saved.** To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

#### 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 will employ a variety of methods to engage families/caregivers. The district will continue to use its all call system to alert families of upcoming events and activities; with families/caregivers receiving this information by text, phone call, and email. In addition, the district will post communications on its website and Facebook page and across other district social media accounts. The district/school will continue to survey families/caregiver and other stakeholder through a variety of surveys such as its SOA Plan survey, annual ESSA Survey, and through SPEC meetings. The district/school will also seek feedback from its school council, student council, and during public comments at local school committee meetings.

**\* 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/school plans to engage families/caregivers and stakeholder through a variety of presentations such as its annual ESSA presentation, Title I Nights, routine SPEC meetings, school council meetings, and school committee meetings. In addition to these formal sessions, the school will engage with families during parent/caregiver conferences, open house, and during extra-curricula school events such as Awards Night, meet and greet sessions, and other seasonal events. The school will measure the success of these efforts through survey feedback, and increase attendance at school sponsored events and presentations.

**\* 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 engaged participation in the SOA plan development by using feedback gathered through various surveys: SOA survey, ESSA survey, and a teacher professional development survey. In addition, feedback was gathered from students' VOCAL survey and school generated school culture and climate surveys.

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

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

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

04/11/2024



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

### Ralph C Mahar (0755) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

**Your work will not automatically be saved.** To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

#### 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.**

The district/school will focus on meaningful high-quality professional development for educators both in specific content areas and in writing across the curriculum. Educators will be provided with extended PD opportunities in writing across the curriculum and addressing the State ELA Curriculum Frameworks as it pertains to the educator's specific content area. The district/school will utilize district PD days for this training. In addition, educators will be provided with individual opportunities to participate in PD specific to their content area and self-identified needs. This specific PD will be provided through a variety of PD providers and be held on and off site and in-person and virtually, in order to meet the needs of the educator. Extended PD will be provided for all educators in inclusive practices in order to develop and refine educators' abilities to meet the need of diverse learners, specifically SWD and low-income students. This PD will provide educators with support in differentiating lessons and in allowing student multiple ways to express their learning. The district has begun work on this in SY 2023-2024 by sending a school-based team representing each department to become trainers/facilitators in designing multiple ways for students to demonstrate their learning through traditional and performance based measures.

It is the goal of this initiative is if educators develop a deep understanding of their content frameworks, learn ways to differentiate instruction based on student data, and develop a variety of ways that students can demonstrate their learning, then students will have equitable access to the curriculum and be able to demonstrate their mastery State standards.

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

Ralph C Mahar Regional 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 will use a combination of general funds, Title IIA funds, IDEA funds, and Title I funds

**\* 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 measure this initiative through a variety of sources, the district will use MCAS scores (with 2024 being the baseline), local assessment data in ELA and mathematics (STAR math & STAR reading), Grade 9 passing rates, and course passing rates with a focus on SWD and low-income students. By focusing on these two subgroups the district/school should see an increase in the overall student population given the high percentage of students in the

district that are identified as SWD and/or low-income. In addition, the district will measure this initiative using its 4-year graduation rate and chronic absenteeism rate.

☐ ☐ EBP 2.1C Comprehensive Approach to Early Literacy+

☐ ☐ EBP 2.1D Early Literacy Screening and Support+

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

☐ ☐ EBP 2.2A Effective Use of WIDA Framework

☐ ☐ EBP 2.2B High Leverage Practices for Students with Disabilities

☐ ☐ EBP 2.2C Collaborative Teaching Models

☐ ☐ EBP 2.2D Targeted Academic Support and Acceleration+

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

☐ ☐ EBP 2.3A Authentic Postsecondary Planning

☒ ☐ EBP 2.3B High-Quality Pathways and Programs+

**\* Provide a short description of what your district has in place now related to this EBP and what you anticipate will be in place by the conclusion of the plan's implementation (by June 2027).**

- **Include details such as the specific programs that will be in place, staff that will be hired, and/or PD that will be offered.**
- **Explain how this EBP will improve learning experiences and outcomes for the student groups identified in Section 2. This could include how support for these groups may differ from district-wide implementation efforts.**

The district/school will continue to implement and expand its high-quality pathways and program initiative. The district will continue to offer students early college opportunities by providing them with cost-free dual enrollment courses through the local community college. The school currently offers four courses: English 101, English 112, Intro to Psychology 101, and Biology 132. The district is looking to expand their dual enrollment offerings by including a mathematics course. Students will be recruited for dual enrollment courses through their guidance counselor, with a focus on enrolling SWD and low-income students.

In addition, the district will continue to offer a variety of career specific electives such as JROTC, dronebotics (students can earn a FAA dronebotics certificate), and Fire Fighter I & II (providing students with entry level training for work in local towns). Through a partnership with MassHire of Franklin

County, the district/school will continue to offer employment orientation and job training. Guidance counselors will recruit students for these career specific electives with a focus on enrolling low-income and SWD.

The district/school has also developed and will continue to expand its internship program with the goal of providing seniors (some juniors) with paid internships working in the local municipality's school and other departments (water, town hall, etc.). Students enrolled in internships will receive support in taking the *ParaPro Exam*, MassHire job orientation, and receive level-two high school co-op credit for their internship. In addition, the district has pursued grant opportunities and partnerships with community providers to provide student interns with stipends. Students will be recruited for internships through their guidance counselor with a focus on enrolling SWD and low-income students. Also, the school will create a pipeline for these internships by providing juniors with the opportunity to become after school peer tutors -- if possible these peer student tutors will receive support in taking and passing the *ParaPro Exam* and receiving a hourly stipend of up to 3 hours per week. Students must be 16 years old to participate in these tutoring and internship programs.

In addition, the district/school will continue to partner with community providers to seek grants that allow for students to participate in afterschool career employment -- currently two students are employed through a 21st Century grant through the Collaborative for Education Services, Northampton, MA as an activities instructors at the local elementary offering an eSports Club. It is the goal of these pathways and programs that the 4-year graduation rate will increase and chronic absenteeism will decrease. The district/school will use 2024 data as its baseline.

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

Ralph C Mahar Regional School

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

The district will use a combination of general, Title I, Title IV, and other grant funds for these programs and pathways. In addition, the district will actively seek partnerships with community providers to secure supplemental funding.

\$ 210,000.00 \* **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.**

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

Administration, Classroom & Specialist Teachers, Other Teaching Services (+3 others)

Clear

Search...

Select All/ Deselect All

☒ Administration

☐ Instruction Leadership

☒ Classroom & Specialist Teachers

☒ **Other Teaching Services**

☐ Professional Development

☒ **Instructional Materials, Equip., and Tech.**

☒ **Guidance and Psychological**

☒ **Pupil Services**

☐ Operations and Maintenance

☐ Employee Benefits/Fixed Charges

☐ SPED Tuition

☐ Other

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

The district will use survey data from students and intern mentors, attendance rates, and 4-year graduation rates for students to determine the overall success of this initiative. In addition, the district will look at course passing rates for grade 9 students and enrollment in higher education/career training.

**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

**\* 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 to offer Summer Learning Programs for students with subject specific intensives in ELA, mathematics, and science. While this program is open to all students, SWD, EL, and low-income students will be targeted for enrollment. The special education department will reach out to SWD through individual contact to families/caregivers through email and phone. As the majority of students in the school are considered low-income, a general outreach will go out to families via the all call system which will notify families/caregivers through text, email, and newsletters about the Summer Learning Program. The district will also post enrollment information on its website and social media sites. Enrollment priority will be given to SWD, EL students, and low-income students.

Educators hired for this program will be licensed in the content specific intensives (English, mathematic, and science), preference will be given to educators who have previously worked in the Summer Learning Program and that have received high rating from the weekly walkthrough done during previous

summer intensive program. Professional development will be provide for all educators, not only in the subject specific content they will be delivering, but also in meeting the needs of diverse learners. IEPs goals and objectives for all SWD enrolled in the program will be shared with educators hired to ensure the specific individual needs of students are met. The district/school will keep class size limited to 12:1 and ensure that paraprofessional support is provided to each subject intensive class.

In addition, the district/school will continue to provide cost-free credit recovery options for students at the end of each semester. The targeted student group is Grade 9; however, it is open to other grade levels should space be available. The credit recovery program will provide students with the option to recover credit immediately following the conclusion of the semester, thus allowing more students to remain with their graduation cohort with the goal of increasing the 4-year graduation rate. The program will run during February and April vacation breaks for Semester I and immediately after the close of the school year for Semester II. Guidance will reach out to students for enrollment in this program with a focus on SWD and low-income students.

The district/school will offer attendance recovery programs after school and out of school in order for students to recover attendance and receive academic support. The attendance recovery program is blended with the student tutoring program, thus providing students who attend for credit recovery the benefit of tutoring service. However, students that do not need to recover attendance are able to attend the student tutoring for academic support.

The school/district will encourage participation for SWD and EL learners via annual meetings and discussion with students and families regarding benefits of these support services. The district/School will target low-income students via general school notification given the majority of the overall school population is categorized as low-income students.

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

Ralph C Mahar Regional

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

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

The district will utilize general funding, Title I funding, IDEA funding, and other State grant funds such as Mass Promising Grade, ASOST funding

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

Instruction Leadership, Other Teaching Services, 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 the 4-year graduation rate as reported by DESE, MCAS results with 2024 being the baseline year, local benchmark assessments (STAR math & STAR reading), and chronic absenteeism data. In addition, the district/school will look at Grade 9 passing rates.

☐ ☒ 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 <sup>+</sup>

☐ ☒ 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