

Section 1: Summarize your district's plan

Boston Collegiate Charter (District) (0449) Charter 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.

Boston Collegiate Charter School is committed to eliminating the disparities among our student groups, particularly our students with disabilities, low income students, African American/Black students, and Hispanic or Latino students.

To do this, we will:

1. Develop a comprehensive tiered system of support for students, effectively providing a continuum of support across the domains of academics, socio-emotional and behavior.
2. Provide extensive curriculum implementation support to teachers as they develop their expertise with highly qualified instructional materials.
3. Improve upon our collaborative teaching models, ensuring our students with disabilities are receiving stellar instruction that best meets individual needs.

Boston Collegiate will invest heavily in these areas; approximately six million dollars will be spent in these pursuits targeting such as things as professional development, classroom and specialist teachers, instructional materials, equipment and technology, administration, and guidance and psychological supports.

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?**

Boston Collegiate Charter School offers an academically rigorous college preparatory curriculum for 700 students in fifth through twelfth grades. Our students hail from across the City of Boston and represent a diversity of socio-economic backgrounds (45% low income, 58% high needs, 16% students with disabilities, and 57% students of color).

The school's mission, to prepare each student for college, has led to 100% of our graduates having been accepted to college; the majority of them being the first in their families to complete a college degree. Seventy five percent of our graduates who have matriculated to college have completed a 2 or 4-year college program within 6 years of graduation. Our community's focus on college readiness and postsecondary success has resulted in strong 5-year graduation rates and low dropout rates.

While the community's outcomes are strong, one subgroup, that of our students with disabilities, appears to be an outlier in comparison to peer subgroups. Our students with disabilities rate of chronic absenteeism, out of school suspensions, and percentage of ninth graders passing are all in greatest discrepancy with the statewide average.

In the past five years we have shed our formerly punitive behavior system in favor of restorative justice. We have worked to embed restorative practices into the fabric of our community. While the overall number of suspensions have declined, (57 incidents of suspension in June, 2019 versus 38 incidents in June, 2024), the percentage of suspensions involving students with disabilities remains high. Twenty six percent of all suspensions in the 2023-2024 school year involved students with disabilities, while that population is only 16% of the student body at this time.

Further, while our students with disabilities, low income students, African American students, and Hispanic students, are routinely exceeding the state's Student Growth Percentile (SGP) on the ELA and math MCAS, they are not meeting the statewide meeting/exceeding rate on the ELA and math MCAS (the exception being on the 10th grade MCAS, our low income and African American students exceeded the state average). In comparison, our white students outperformed the state meeting/exceeding rate in all grades, in both ELA and Math. The same discrepancy exists with internal grades as of spring, 2024; the rate of students with disabilities and black students failing 1 class for the third quarter was nearly double that of the rate of white students failing 1 class. In addition, our students with disabilities and black students were failing two or more classes at the highest rates.

These trends highlight the achievement gap and disparities in learning experiences between our subgroups.

We implemented a revised Response to Intervention (RTI) process in the 2022-2023 school year; we had 32 students across grades 5 through 12 go through it. Of those, 15 were referred for special education evaluation and 17 were not (approximately 53% not referred). So far in the 2023-2024 school year, we have had 33 students go through the RTI process. Of those, eight have been referred for special education evaluation and 25 have not (approximately 76%). While we experienced a 23% decrease in the number of students being referred for special education evaluation, it has become abundantly clear our teachers need a wider array of tiered interventions for academic, social-emotional, and behavioral concerns.

It is important to reflect on the experience and expertise of our staff at this juncture. We have worked steadily over the past 5 years to have our staff demographics reflect our student demographics. Currently, 50% of our staff are white and 50% are staff of color. While we continue to retain and develop our cohort of staff that have been with us 4 or more years, our retention of staff in years 1-3 has lagged, with 68% of those who attrited at the close of the 2023 school year being within the 1-3 year band. This has resulted in a steady entry of novice teachers, all in need of support to meet the needs of our most struggling students.

In order to truly address disparities in student experience and student growth and achievement our community has determined we must address three critical areas:

- Enhance Academic, Social-emotional, and Behavioral Supports: Our community has only just begun to differentiate levels of support for our students; there is significant work to be done to ensure that students are receiving the appropriate level of support needed. Attention to tiered supports in academics, social-emotional learning, and behavior will address disparities in outcomes.
- Strong Instructional Practices: Our commitment to and implementation of high-quality instructional materials (HQIM) has begun to yield positive results. But, teachers need consistent and ongoing support to ensure that the pedagogy behind instructional delivery and intellectual preparation is sound. Attention must be given to this work.
- Improvements to Co-Teaching: We have invested heavily in our Student Support Department. But, many of our novice teachers are positioned to provide services and do so in a co-teaching setting. Our analysis dictates that targeted support to our students with disabilities is a must, thereby addressing the inadequacies of our current co-teaching approach is a necessity.

*** 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?**

Below is a summary of how we plan to address the disparities that currently exist:

- Comprehensive Tiered Support: We will be explicit regarding our Tier 1, Tier 2, and Tier 3 supports in regards to academics, social-emotional well being, and behavior. This will include continued training on restorative practices, expansion of our SEL programming, the introduction of the Bryte program, and expansion of academic interventions for math and ELA.
- Support Curriculum Implementation: We have introduced several HQIM's into the curriculum, including but not limited to OpenSciEd, Investigating History, Fish Tank, and the Democratic Knowledge Project. Rigorous, high quality materials best serve students. But, our teachers need ongoing instructional coaching and support. Continued targeted professional development and 1:1 coaching, with active monitoring of its effectiveness, will support this.
- Collaborative Teaching Models: We must develop and expand upon our co-teaching model of teaching in order to best serve our students with disabilities. Investments in instructional coaching, developing common planning time, and professional development are needed.

*** 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, African American/Black, Hispanic or Latino

Clear

Search...

Select All/Deselect All

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

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

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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT

In this section, you will:

- **Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets.** DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the “Lowest Performing Students” group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers.
- This target will provide one streamlined measure to show districts’ progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts’ annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE’s accountability targets. *The composition of your district’s “Lowest Performing Students” group can be accessed via the [security portal](#).*

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

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

Section 4: Engage Families/Caregivers and other Stakeholders

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

- **Describe your district's ongoing efforts** to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.
- **Describe the ways in which your district has engaged families/caregivers and other stakeholder groups** in the development of your SOA plan.
- **Confirm your district has engaged with specific stakeholders** in developing the plan as required by law.

*** Describe the approaches your district uses to regularly engage with families/caregivers. In your response, please be sure to address what steps you will be taking to meaningfully engage with families/caregivers of student groups you are targeting for accelerated improvement as this plan is implemented. A brief narrative and/or a bulleted list are acceptable.**

Boston Collegiate works purposefully to engage families. Efforts include:

- Employing a full-time Director of Family and Community Engagement; this staff member serves a point person for our families, serving as an additional liaisons between school, communications, academics, attendance, and community events;
- Publishing a weekly newsletter informed by principals, school leaders and teacher leaders;
- Staffing a culture committee that helps direct and plan community events that celebrate and honor our students, their families and their heritage (i.e. Black Excellence event, LatinX event, AAPI event, etc.);
- Holding weekly attendance meetings to identify absenteeism issues and trends, ensuring that there is active family communication and partnership;
- Hosting quarterly family conferences, allowing for ample time for staff and families to consult about student progress;
- Holding quarterly meetings for our Student Support Parent Advisory Council and our Multilingual Learner Parent Advisory Council;

- Inviting families in for regular academic and celebratory student events such as honor roll breakfasts, talent shows, Project Based Learning presentations, etc.;
- Regularly scheduled caregiver meetings or forums focused on specific topics of high interest to families; and
- Reserving space for up to three families on the school's Board of Trustees to ensure family voice is involved in school governance.

To highlight, our quarterly meetings for our Student Support Parent Advisory Council are offered specifically to families of students with disabilities. Further, we will do targeted outreach, translated when applicable, to our families of the targeted subgroups (SWD, low-income, African-American, and Hispanic or Latino) for our family conferences.

*** 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.**

We use the following strategies to measure family engagement:

- Monitor attendance at quarterly family conference and at community gatherings; and
- Facilitate an annual separate survey for students and their families about their experience at Boston Collegiate

More specifically, we will monitor attendance at quarterly family conferences and analyze involvement by subgroup, working to ensure that we increase engagement from the families of the targeted subgroups (SWD, low-income, African-American, and Hispanic or Latino) throughout the year. Additionally, we will analyze our annual survey and reflect on questions focusing on the Boston Collegiate experience, aiming for a less than 10% difference across all subgroups.

*** 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.**

Boston Collegiate solicited feedback from families and other community members through a variety of means to help shape and strategize about how to further support our student body, such as through:

- Special Education Parent Advisory Council;
- Multilingual Learner Parent Advisory Council;
- Exit Interviews with departing families;

- Stay and Exit Interview with staff members;
- Leadership Advisory Council discussions; and
- Discussions with attendees of the parent council.

In all of these settings, participants were asked to reflect on our targeted subgroups (SWD, low-income, African-American, and Hispanic or Latino) and lift up three things that Boston Collegiate should keep doing and three things that Boston Collegiate should start doing. The feedback from these dialogues helped the internal leadership team determine the details of our plan.

*** 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:**

06/11/2024 

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

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

In this section, you will:

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

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

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

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

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

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

emotional, and behavioral development

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

*** 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.**

We have made progress in our community's approach to comprehensive tiered supports, but there is more work to be done. In our initial phase of establishing a multi-tiered system of support, we have the below supports in place. We know that the supports build upon one another and that students must be able to move fluidly between tiers (universal, targeted, and intervention) and domains (academic, behavioral, and social emotional). Our goal is to build upon our strategies and approaches to ensure that all students, with a specific eye on our targeted subgroups (SWD, low-income, African-American, and Hispanic and Latino) experience strong outcomes.

Academic: We have a structured block each day that allows for interventions to occur. We have implemented i-Ready in both math and ELA; we are now accessing the platform's personalized instruction and there are materials that teachers can deliver. In addition, we have Wilson trained teachers on staff and are currently using the REWARDS literacy program for struggling readers.

Social-Emotional: We partner with Partnerships in Education and Resilience (PEAR) and administer the Holistic Student Assessment (HSA) to monitor social-emotional development in grades 5-8. In addition, we facilitate PEAR rally groups; these are small groups that target the development of specific skills.

Behavioral: We have adopted restorative justice and have had all teachers trained by Suffolk University in Tier 1, with many staff members also trained in Tier 2 and Tier 3. These training support staff in leading circles, promoting community, and helping to de-escalate students and support them with repairing harm when harm occurs. Further, our counselors are trained to create functional behavior assessments, we provide 1:1 to support in class if needed, and actively use incentive plans.

In FY25 we plan to introduce the Bryte program, a transition program designed to provide temporary clinical and academic support for students experiencing interruptions to learning due to significant mental health intervention. We will need to hire a program coordinator for this. In addition, we will provide robust literacy training to our entire staff, ensuring that teachers understand the science of reading and have the skills to address student reading needs. An additional reading interventionist will be hired. We will also continue to provide training and support to our staff when it comes to restorative practices.

In the following years we will continue to provide training and support to our teachers across all three domains, ensuring that we are selecting and utilizing appropriate interventions as needed to support student growth. And, we plan on expanding the SEL groups offered by our counseling team.

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

District-wide

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

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

- Guidance and Psychological: \$887,100
- Other Teaching Services: \$154,600
- Professional Development: \$102,000
- Equipment and Technology: \$45,300
- Instructional Materials: \$53,500
- Classroom and Specialist Teachers: \$835,100
- Total: \$2,077,600 for tiered supports

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

Classroom & Specialist Teachers, 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?**

- Increase in the SGP of students in the math and ELA MCAS
- Decline in suspension rate
- Decline in chronic absentee rate

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.**

We have worked steadily to implement High Quality Instructional Materials (HQIM) across our content areas. Examples of curriculum being used includes, but is not limited to: Open SciEd, Open Up math, and Investigating History. We have also invested in external professional development related to each curriculum and employ instructional coaches to support day-to-day.

In FY25 we will introduce additional curriculum to our scope and sequence: an ethnic studies course from the California model curriculum, a Syracuse University Project Advance (SUPA) course, and English curriculum from Fish Tank, Odell, and EL ELA curriculum. Teachers will be provided external professional development and staff engaged with these curriculums will receive weekly 1:1 instructional support. Additionally, new staff will be trained in the HQIM we are currently using.

In the following years we will continue to provide extensive support, ensuring that teachers are trained in the necessary pedagogical approaches to facilitate these curriculums and are given support to complete the necessary intellectual prep required. Pedagogical training in project based learning, the case study method, and making thinking visible in classrooms will be embedded in our professional development approach. Additionally, our instructional coaching staff will expand, through stipended opportunities to our current teachers, to support this work, allowing us to further support and monitor HQIM implementation.

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

District-wide

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

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

- Instructional Materials: \$39,200
- Professional Development: \$220,700
- Classroom and Specialist Teachers: 989,100
- Administration: \$309,100
- Total: \$1,588,100

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

Administration, Classroom & Specialist Teachers, Professional Development (+1 other)

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?**

- Increase in the rate of exceeds/meets for students on the ELA and math MCAS
- Increase in efficacy of HQIM implementation as measured by classroom walkthrough tool

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

*** 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.**

Our Student Support Team is robust. Students with disabilities account for 16% of our current population. We currently employ 21 special educators, in addition to service providers, to provide support. Our model is inclusion, with the vast majority of services delivered via co-teaching.

In FY25, we commit to supporting our co-teachers with curricular planning and instructional delivery techniques to best utilize and leverage two adults in the classroom. To do this, we must develop instructional coaches to best support co-teaching, define co-teaching roles, and distinguish co-teaching from push-in support. We will identify 3 co-teaching pairs and pilot intensive coaching and external professional development. We will provide additional common planning time as well.

In the following years we will expand the pilot model to the rest of the teaching staff, calling for increased specialized coaching for special education, continued professional development, and schedule redesign, or monetary incentives for outside the school day, to allow for common planning time. Lastly, we will develop an observation tool to provide specific feedback for this form of teaching.

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

District-wide

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

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

- Administration: \$597,200
- Professional Development: \$85,000
- Classroom and Specialist Teachers: \$1,854,500
- Total: \$2,536,700

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

Administration, Classroom & Specialist Teachers, Professional Development

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?**

- Increase in SGPs for students with disabilities on math and ELA MCAS
- Increase in meet/exceeds for students with disabilities on math and ELA MCAS

EBP 2.2D Targeted Academic Support and Acceleration+

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

EBP 2.3A Authentic Postsecondary Planning

EBP 2.3B High-Quality Pathways and Programs+

FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners

EBP 2.4A Expanded Access to Pre-Kindergarten+

EBP 2.4B Extended Learning Time

EBP 2.4C Effective Programming for Multilingual Learners

EBP 2.4D Diverse Enrichment Opportunities

FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders

EBP 3.1A Intentional Hiring Systems

EBP 3.1B Enhanced Pathways to Increase Diversity+

EBP 3.1C Educator Preparation Partnerships

FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways

EBP 3.2A Inclusive School Communities

EBP 3.2B Retention Support Programs

EBP 3.2C Pathways for Professional Growth and Leadership

FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures

EBP 3.3A Resource Allocation Aligned to Student Success

EBP 3.3B Support for Effective Team Practices

EBP 3.3C Collaborative Labor-Management Partnerships