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| Section 1: Summarize your district's plan                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Saugus (0262) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| <b>SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>In this section, you will:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Write a brief executive summary of your three-year SOA plan.</b> 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>* Please write 1-2 paragraphs summarizing your 3-year SOA plan.</b> Make sure the summary: <ul style="list-style-type: none"><li>• Identifies the student groups you are targeting for accelerated improvement.</li><li>• Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.</li><li>• Explains at a high level the investments you plan to make and what will change in your district because of this plan.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>Based on the analysis of data, Saugus' SOA plan focuses on ELL students and students with disabilities. The plan also targets our Middle School students who demonstrate the most learning loss due to COVID-19 and outdated curriculum resources.</p> <p>Absenteeism is also a concern and our belief is that if we can create a solid product for our students in those subgroups that they will be more engaged in school and the learning process. We have worked extensively with TNTP and the Learning Acceleration Network and understand that we need to accelerate the learning of students and not pull them out of Tier I instruction for remediation.</p> <p>Our SOA plan focuses on Tier I instruction for all students by strengthening the core curriculum to ensure all students have access to High Quality instructional materials and engaging instructional strategies with scaffolds in place that support culturally and linguistically sustaining practices and foster deeper learning. We are in the process of implementing a new ELA curriculum (PreK-8), Middle/High Math Curriculum, and Middle School Science &amp; Social Studies curriculum. We are investing in HQPD to ensure all staff are trained in order to implement with integrity, understand the demands of the CCSS and can monitor student progress for effectiveness. We are investing in Instructional Coaches across the district to support staff in implementation &amp; data collection/analysis. We have CPT at the elementary school level that allows all teachers in that grade level to meet to internalize lessons and collaborate to ensure equity across the district. Next school year, we will implement an ELL curriculum for level 1 and 2 students who need more support outside of the classroom. We will also implement an ELA curriculum in Gr 9-12. These new curriculum materials increase rigor and student engagement across all content areas and build continuity across the district.</p> |

Our high level investment is in supporting staff because we know that the teacher matters. Investing in more staff, coaches, HQ materials and professional development will support all students in high level engagement and student achievement.

|                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| <p>Section 2: Analyze Your Data and Select Student Groups for Focused Support</p> | <div data-bbox="167 69 199 2037"> <p><b>Saugus (0262) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0</b></p> </div> <div data-bbox="256 69 362 2037"> <p><b>Your work will not automatically be saved.</b> 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.</p> </div> <div data-bbox="443 69 475 2037"> <p><b>SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT</b></p> </div> <div data-bbox="500 69 532 2037"> <p><b>In this section, you will:</b></p> </div> <div data-bbox="589 69 800 2037"> <ul style="list-style-type: none"> <li>• <b>Analyze district data</b> to identify significant disparities in learning experiences and outcomes among student groups using the <a href="#">Student Outcomes Comparison Tool</a> 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.</li> <li>• <b>Select student groups</b> who will receive focused support within your SOA plan as a result of your data analysis findings.</li> </ul> </div> <div data-bbox="889 69 954 2037"> <p><b>* 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?</b></p> </div> <div data-bbox="1174 69 1466 2037"> <p><b><u>SOA Data Document Saugus</u></b> (right click to open)</p> <p>After reviewing the data outlined above, there was a noticeable disparity in regards to ELL students. The largest gaps are in terms of chronic absenteeism and dropout rate. The chronic absentee rate for ELL students is nearly 50% while it is less than one third for the population at large. Also while the overall dropout rate is 2.6%, the ELL student population is almost four times greater at 9.8%.</p> <p>Our ELL population has also grown significantly over the past few years, with 87 ELs in 2015 (3.2%) to 350 ELs in 2023 (12.6%).</p> </div> |
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The second subgroup is our Grade 6-8 population, most specifically as related to MCAS scores. In looking at the 6th grade MCAS for 2023, Saugus drastically scores below the state. The percentage of students obtaining the meeting/exceeding level in ELA was 21% for Saugus while 42% for the state. The not meeting expectations was also higher for Saugus at 33% for Saugus versus 24% for the state. For Mathematics the scores were also down as compared with the state. For meeting/exceeding level in Mathematics, Saugus was 20%, while the state was 41%.

In Grade 7: The percentage of students obtaining the meeting/exceeding level in ELA was 21% for Saugus while 40% for the state. The not meeting expectations was also higher for Saugus at 29% for Saugus versus 19% for the state. For Mathematics the scores were also down as compared with the state. For meeting/exceeding level in Mathematics, Saugus was 19%, while the state was 38%.

In Grade 8: The percentage of students obtaining the meeting/exceeding level in ELA was 31% for Saugus while 44% for the state. The not meeting expectations was also higher for Saugus at 28% for Saugus versus 22% for the state.

Based on the data and subsequent analysis, Saugus is selecting to focus on two student populations working on two different focus areas. These groups and areas are as follows:

- ELL students and students with disabilities - MCAS scores, ACCESS scores, dropout and chronic absenteeism rates.
- Grade 6-8 students - academic achievement - specifically MCAS ELA and Math improvement.

**\* 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?**

Although students may have exhibited learning loss after the COVID19 pandemic, the gap for many of our students in Saugus grew wider. As we transitioned back to in school learning and worked with the TNTP and the Acceleration Road Map, we were able to analyze data and district resources to highlight what may have contributed to that gap. With small neighborhood schools and outdated curriculum, it was not always consistent across schools and resources such as ELL and Reading support were often shared. Equity was an issue and we took some immediate steps in ensuring all students in Saugus have an equitable experience throughout their time in the district.

Immediately following COVID Saugus merged the elementary schools into two grade specific buildings. The Veterans Memorial School now houses all students Prek - Grade 1 in Saugus and the Belmonte STEAM Academy is home to all students in Grades 2-5. We also completed construction of the new Saugus Middle/High School Complex for all students in Grades 6-12. Although the buildings are large, it was the first step in ensuring all students across a grade level have equitable access to district supports.

Attendance was another hurdle transitioning out of COVID and into the new buildings. Students and families need to have a sense of belonging so that we can build a partnership where students come to school and where open communication ensures the needs of the students are addressed and met. Students need to be in school where they are engaged in their learning and have access to grade level high-quality instructional materials/instruction and they need after school support and enrichment, not only K-12, but post-grad as well.

In looking at multiple years of data, we know that our elementary students need a strong foundation, deep engagement and self advocacy in order to be successful in middle school, high school and college. So although we are targeting the Middle School who we believe were most impacted during COVID19, we also know that we must ensure our elementary is meeting the demands of CCSS in order to be successful in Middle School.

**\* 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.**

|                                                                |       |
|----------------------------------------------------------------|-------|
| English learners, Students with disabilities, Low-income       | Clear |
| Search...                                                      |       |
| Select All/ Deselect All                                       |       |
| <input checked="" type="checkbox"/> English learners           |       |
| <input checked="" type="checkbox"/> Students with disabilities |       |
| <input checked="" type="checkbox"/> Low-income                 |       |
| <input type="checkbox"/> African American/Black                |       |
| <input type="checkbox"/> American Indian or Alaskan Native     |       |
| <input type="checkbox"/> Asian                                 |       |
| <input type="checkbox"/> Hispanic or Latino                    |       |
| <input type="checkbox"/> Multi-Race, non-Hispanic or Latino    |       |
| <input type="checkbox"/> Native Hawaiian or Pacific Islander   |       |
| <input type="checkbox"/> White                                 |       |

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

**Saugus (0262) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Saugus (0262) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <b>SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>In this section, you will:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <ul style="list-style-type: none"><li>• <b>Describe your district's ongoing efforts</b> to engage families/caregivers, particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.</li><li>• <b>Describe the ways in which your district has engaged families/caregivers and other stakeholder groups</b> in the development of your SOA plan.</li><li>• <b>Confirm your district has engaged with specific stakeholders</b> in developing the plan as required by law.</li></ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>* 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.</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p>The Saugus School District launched its 5 year Strategic Plan after consulting with students, teachers, families/caregivers and other stakeholder groups. Goal two of the plan was to create a sense of belonging in the school community. Below are the action steps implemented as part of that plan.</p> <p>Belonging: Strengthen communication and engagement efforts so that students, staff, parents and caregivers are seen, heard, and feel connected to the Saugus Public Schools.</p> <ul style="list-style-type: none"><li>• Develop and implement a district-wide plan for communication and engagement within the district and community.</li><li>• Launch multiple outreach tools for regular and reliable two-way communication between students, staff, parents and caregivers.<ul style="list-style-type: none"><li>◦ Host a community/school open house to promote opportunities for our students.</li><li>◦ Present information to the Saugus School Committee, as needed and/or planned.</li><li>◦ Maintain an open line of communication answering emails, phone calls, and other questions in a timely fashion, providing stakeholders with accurate information.</li></ul></li></ul> |

- During the 2023/2024 School Year we also created the ELPAC committee led by our district ELL Coach/Coordinator. The ELPAC meets during the first week of each month and has been well attended.
- Our SEPAC has a four member board made up of district parents with a district liaison that meets regularly throughout the year. SEPAC workshops engage parents with strategies/tools to not only help their child at home but also ways in which they can partner with the schools/district in creating an inclusive environment where their voices are heard and children succeed.
- Each building also hosts coffee hours where Principals meet with families/caregivers on a wide range of topics. This forum also creates a space for parents to voice their concerns/needs and to be part of the planning in the school community.

**\* 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.**

- Community & School Newsletters sent weekly
- Attendance at ELPAC events
- Attendance at SEPAC events
- Attendance at Title One events
- Attendance at School Coffee hours
- Parent survey results

**\* 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.**

Based on meetings with the following stakeholders - we gathered information that would meet the needs of their students. SEPAC for example, increased after school enrichment and socialization opportunities.

ELPAC communicated the need for tutoring, sense of belonging, family/community engagement activities and stronger instructional support in the classroom. The Middle School hosted a coffee hour to talk about the need for a stronger curriculum/instruction throughout the school day as well as enrichment opportunities.

Survey results from families also requested more enrichment opportunities for students, robotics, etc.

A recent Title One event unfortunately did not attract a larger crowd, but those who attended wanted support with helping their students at home. We have planned our next Title One event to include parents and their children in an effort to increase attendance.

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





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

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

03/28/2024



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

**Saugus (0262) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0**

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

**In this section, you will:**

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

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

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

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

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

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

**emotional, and behavioral development**

- ☒ EBP 1.2A Effective Student Support System
- ☒ EBP 1.2B Comprehensive Tiered Supports

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

- ☒ EBP 1.3A Diverse Approaches to Meaningful Communication
- ☒ EBP 1.3B Students and Families as Valued Partners

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

- ☒ EBP 2.1A Inclusive Curriculum Adoption Process
- ☒ EBP 2.1B Supporting Curriculum Implementation

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

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

The District is in the process of implementing High Quality Instructional Materials in several content areas across the district.

Elementary Literacy.

K-5 - Wit & Wisdom Core  
PreK-1 Heggerty Phonemic Awareness  
PreK-3 Foundations Phonics  
PreK- World of Wonders Curriculum

Middle School Grades 6-8

English Language Arts - Wit & Wisdom  
Math - Carnegie Learning  
Science - OpenSciEd  
Social Studies - Investigating History (6&7)

High School -  
CommonLit ELA

District Wide ELL  
ELL Curriculum for Levels 1 & 2  
Get Ready, Bridges, & Engage

In order to effectively implement new curriculum we know teachers need to be supported through HQPD, effective common planning time, effective feedback from administration and instructional coaching support.  
Staff also needs to be reassured that the adoption of HQIM through various grants are not "going away" and will be supported by the district moving forward.

Special Education and ELL staff have been 100% included in all professional development and common planning time to ensure that a wrap around team support is developed for students. We are shifting the focus to inclusive instruction providing scaffolding/supports so that students are able to access Tier 1 Grade level curriculum. The instructional strategies used in the new curriculum (such as notice & wonder, turn & talks, socratic seminars in K-8 ) have been observed to engage all levels of learners.

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

District Wide -  
Veterans Early Learning Center (PreK-1)  
Belmonte STEAM Academy (Gr 2-5)  
Saugus Middle/High School Complex (Gr 6-12)

\$  \* **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.**

Additional staffing requests (\$500,000)  
Special Education teachers - district wide  
ELL teachers district wide  
ELL/Special Ed tutors to support during the school day and before/after school

Instructional Coaches for staff to support in class instruction, new staff, common planning time, etc. (\$1,200,000)

ELA Coach - Elementary

ELA Coach - Secondary

Math Coach - Elementary

Math Coach - Secondary

ELL Coach - district wide

Literacy Leader stipends - one at each grade level to build leadership capacity and team support (\$90,000)

Professional Development ~~(\$180,000)~~.

Wit & Wisdom professional development

Foundations training

Wilson training for 3-4 teachers to be certified to support students with disabilities

ELL professional development - for new EL curriculum and SEI strategies in Tier 1

Science of Reading PD through HILL for Literacy

Work with TNTP - lesson internalization during CPT

Co-teaching Professional development for all staff

Increase in adopted HQIM consumables and online resources (\$200,000)

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

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

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?**

Several metrics will be used to monitor implementation and effectiveness.

District walk-throughs - using TNTP Walk-Thru tool in ELA & Math - Collecting data and analyzing for next steps. Ensuring 100% adoption to HQIM in all classrooms.

DIBELS8 & iReady data K-5 - monitor Tier 1 effectiveness so that Tier II/Tier III needs decrease.

Benchmark data through HQIM

Student end of module presentations of learning

Increase in MCAS and ACCESS data in ELL students, low income students and students with disabilities

Success in Seal of Biliteracy participation and results

☒ ☐ EBP 2.1C Comprehensive Approach to Early Literacy +

☒ ☐ EBP 2.1D Early Literacy Screening and Support +

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

☒ ☐ EBP 2.2A Effective Use of WIDA Framework

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

☒ ☐ EBP 2.2C Collaborative Teaching Models

☒ ☐ EBP 2.2D Targeted Academic Support and Acceleration +

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

☒ ☐ EBP 2.3A Authentic Postsecondary Planning

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



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

- ☒ EBP 2.4A Expanded Access to Pre-Kindergarten<sup>+</sup>
- ☒ 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<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