

Section 1: Summarize your district's plan

Scituate (0264) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

*** Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

We are targeting our students with disabilities in the SOA Plan. We plan to improve student achievement through the implementation of a new Mathematics Curriculum. In addition, we are launching a five year training in UDL hoping to specifically target all students especially those with disabilities. The district has begun a pilot program to choose a new math curriculum 6-12. We have narrowed it down to two programs, Envisions through SAVVAS and McGraw Hill. \$500,000 has been encumbered in the FY 2025 budget for the implementation of the chosen program. The funding includes the purchase of high quality materials and professional development for the staff. In addition, the district will begin year one of five of formal UDL training in the 2024 -2025 school year. Through the implementation of UDL with its attention to individualized learning needs, our students with disabilities will get the specialized instruction they need for success. Approximately \$75,000 has been encumbered in the first year to begin the process. We are also part of the S3 Academy sponsored by the Rennie Center and funded through DESE.

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?**

Our district analysis shows that there is a significant disparity between the percentage of students with disabilities and All Student with regard to meeting or exceeding grade level expectations on the Grade 3 ELA MCAS as well as the Grade 3, 6, and 8 Math MCAS. When compared to their peers, on the grade 3 ELA MCAS, 17% of students with disabilities meet or exceed expectations while 64% of All Students do. In terms of MCAS Math in grades 3, 6 and 8; 23%, 20%, and 15% respectively meet or exceed grade level expectations. For all students, 60%, 59%, and 52% meet or exceed expectations in grades 3, 6 and 8 MCAS Math, As a result there is a significant disparity between Students with Disabilities and All Students in grade 3 ELA MCAS and grades 3, 6 and 8 Math MCAS.

*** 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 district will be considering ST Math as a supplemental resource. ST Math a PreK-8 visual instructional program that leverages the brain's innate spatial-temporal reasoning ability to solve mathematical problems. The program starts by teaching the foundational concepts visually, then connects the ideas to the symbols, language, and robust discourse. Why does this approach work so well? Because with visual learning, students are better equipped to tackle unfamiliar

math problems, recognize patterns, and build conceptual understanding. Without language barriers, the problem is accessible to all students, regardless of skill level or language background.

In addition the district is piloting a new High Quality Instructional program in Math during the 2023-2024 school year. Two curricula are under consideration, Envision Math by SAVVAS and McGraw Hill. The decision will be made by the summer of 2024 for implementation. \$500,000 has been assigned to a new Math Curriculum in the FY 2025 budget including teacher training.

In addition, we are piloting using the Moving with Math Learning System for our Special Education students over the summer as an immediate intervention while planning for the long term. All of the *Moving with Math* programs use an objective based system providing educators with a curriculum that is matched to state and national standards. This ensures each special education student receives accessible, on grade level instruction that is systematically designed toward their specific learning goals. At the heart of all Moving with Math programs is research-based **Concrete-Representational-Abstract (CRA)** instruction. Students are engaged as they explore and discover the patterns that develop mathematical concepts crucial for success. Teachers guide them through the three stages of learning with activities and games that make learning dynamic and fun.

Long term, the adoption of Universal Design for Learning, UDL, will meet the needs of all learners including students with disabilities. Through a five year professional development commitment the district is demonstrating its long term dedication to student success. UDL is based on three main principals; Engagement, Representation, and Action and Expression. UDL looks for ways to motivate learners and sustain interest. It also offers information in more than one format giving learners more than one way to interact with the material showing what they know. UDL makes learning more accessible in general education classrooms while at the same time reducing stigma by giving a variety of options to everyone. UDL doesn't single out those who receive accommodations for a disability.

May 10, 2024 Update

In order to triangulate the data analysis, we used the excel data from grades 6-8. Students are tested multiple times per year. We found that in terms of our students with disabilities, 65% of the students fall in the "Below Grade" and "Far Below Grade" category. These results were a cause for alarm which has led to math improvement goals and adoption of a new math curriculum next year. In terms of the overall population of grades 6-8; In grade 6 28% fall in the "Below Grade" and "Far Below Grade" category; in grade 7 30% fall in the "Below Grade" and "Far Below Grade" category; and in grade 8, most alarmingly, 50% fall in the "Below Grade" and "Far Below Grade" category.

In terms of grades 2-5, we use the STAR mathematics benchmark testing. 25% of our students in grades 2-5 are "on Watch", require "urgent intervention" or "intervention". We do not have the data broken down for students with disabilities, but it is fair to suggest that most of these students are students with disabilities.

Taken together with the MCAS data, it is clear that our students are struggling in Math overall and most especially, our students with disabilities. The data suggests that we need to work on mathematics education for all. This plan is a multiyear approach to solve the problem.

*** Based on your identification of the greatest disparities in outcomes, which student groups will require focused support for rapid improvement as you implement your evidence-based programs over the next three years? Select all that apply.**

Students with disabilities

Clear

Search...

Select All / Deselect All

English learners

Students with disabilities

Low-income

African American/Black

American Indian or Alaskan Native

Asian

Hispanic or Latino

Multi-Race, non-Hispanic or Latino

Native Hawaiian or Pacific Islander

White

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

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

In this section, you will:

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

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

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

Section 4: Engage Families/Caregivers and other Stakeholders

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SECTION 4: ENGAGE FAMILIES/CAREGIVERS AND OTHER STAKEHOLDERS

In this section, you will:

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

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

The principals meet with their Site Based School Councils on a regular basis to write and implement the School Improvement Plan. This council is comprised of parents, faculty members, and an ad hoc community member. In addition, we engage our Special Education Parent Advisory Council (SEPAC) on a regular basis to gather feedback and listen to parent concerns. All school hold regular parent teacher nights to engage with parents as well.

In the Spring of 2023, the district engaged in a comprehensive Educational Visioning Process that included caregivers, teachers, administration, and members of the community. The core mathematics instruction description was adopted as part of that process.

PreK-5 mathematicians learn in both whole and small group settings and have opportunities to practice their skills independently, in partnerships, and in centers. During daily WINN (What I Need Now) time, educators pull small groups for reinforcement or enrichment. Because of current space limitations, these educators often have to bring students down the hall or to another location for critical targeted instruction.

Core **mathematics** instruction occurs for 60 minutes-75 minutes daily. Math follows the DESE Mathematics Frameworks and focuses on transferrable skills outlined in the PreK – 12 DESE Mathematical Practices:

1. Make sense of problems and persevere in solving them.

2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

*** 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 plan to engage parents via surveys over the next three years to gauge success of the new math program implementation. In addition Engaging with the Community is one of Scituate's Core Values.

May 10, 2024 Update

Students are benchmarked with IExcel testing three times per year. The results are sent home to parents and shared. The Middle School Improvement Plan three parent representatives and one community representative. Recognizing the need for Mathematics improvement, the Middle School is committed to the process through it's School Improvement Plan, heavily influenced by parent/community involvement.

*** 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.**

We have also had a year long Spotlight on Curriculum series where each academic department made a public presentation to the School Committee soliciting feedback and celebrating student learning. All members of the community were encouraged to provide feedback.

May 10, 2024 Update As mentioned previously, we engaged a visioning team comprised of faculty, parents, students, community members and administration to look at the vision of excellence for our elementary schools. They developed an educational plan for our elementary schools. The committee prioritized the need for specialized special education spaces with a focus on social emotional learning. The visioning group agreed that our schools need to do what is best for students learning and instill a life long sense of wonder and purpose. The Scituate Community values flexibility, inclusion, and a student centered approach. The relationship between students and teachers should be bi directional each with agency and value. The vision includes integrating special education spaces throughout providing pull out spaces directly adjacent to classrooms. The new math curriculum accomplishes these goals. The mathematics goals at the beginning of section 4 are from that study.

In addition the district developed a five year strategic plan.

Phase One represented an important step in beginning the building of a strong foundation in the strategic planning process. In this phase, relevant data representing the performance of the Scituate Public Schools was collected and community input and feedback was solicited. A series of forums were conducted with parents, community, school committee, staff and leadership. Ex post facto data about the Scituate Public Schools was also collected to be used in Phase Two of the process. This data guided the work of the Strategic Planning Committee in Phase Two and Phase Three of the process. In Phase Two, a Strategic Planning Committee was established to begin the important work of analyzing internal and external data to guide the work in establishing a mission, core values, and a vision. During Phase Two work, members of the Strategic Planning Committee analyzed internal and external data collected in order to identify focus areas. The Strategic Planning Committee established a strategic objective for each focus area, developed strategic initiatives for each objective, and identified outcomes for each strategic initiative. The Strategic Committee also revisited the vision in this phase to ensure it represented the mission of the Scituate Public Schools. In the final phase of the strategic planning process, the Strategic Planning Committee discussed how the newly developed contents of the strategic plan could be implemented both vertically and horizontally in the organization to guide the change process over the next five years. Strategies were developed that will be employed to ensure that district improvement would highlight the identified focus areas. The graphic below highlights the process for using the strategic plan to guide the district in shared vision and vertical alignment of goals.

School Committee
Superintendent / Leadership Team
(Evaluation Goals)
School Leadership Team
Staff (Evaluation Goals)
Student Growth

The committee that wrote the plan included faculty, staff, administration, parents, and students. The district agreed to a common Theory of Action that says, "If we: provide learning experiences in a safe, challenging, equitable, and inclusive environment that enhance achievement for every student; engage and expand partnerships through a culture of love, inclusion and trust; continue to support effective and transparent communication with feedback opportunities; and leverage school operations and resources to reflect district priorities with a continue focus on the Cushing/Hatherly MSBA Project; then together, we inspire, support, and challenge all learners to reach their unique potential."

The entire SOA plan is created around this Theory of Action. In addition, our Core Values are Ensuring Equity; Nurturing perseverance, growth, and achievement; Valuing Love, Inclusion, and Trust; Investing in Safety; and Engaging with the Community. Engaging with the community is a Core Value in Scituate for the next five years.

**** 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:

03/25/2024



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 are engaged in the S3 Academy year one of three training all teachers in MTSS.

The Department of Elementary and Secondary Education, the Rennie Center, and Boston College's Center for Thriving Children are partnering with schools to reimagine student support. Participants in S3 Academy will:

- Examine and fortify student support processes, building upon existing structures to review student data, discuss strengths and needs for all students, and connect them with resources.
- Create an individual plan for each student's success based upon a holistic review of their strengths and needs.
- Place equity at the center of student support practices, ensuring teams make student support decisions that affirm each child's cultural and linguistic identity.
- Organize resources, interventions, and enrichments in order to connect students to the support they need at the time they need it.

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

All Schools

\$ * **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.**

This program is supported by DESE and is free to the District.

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

Administration, Instruction Leadership, Classroom & Specialist Teachers (+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?**

We will use the MCAS as well as benchmark testing throughout the year.

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

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

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

- EBP 2.1A Inclusive Curriculum Adoption Process

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

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

We are currently piloting a new 6-12 Math Curriculum. Currently under consideration are SAVVAS Envision Math and McGraw Hill.

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

Middle School and High 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.**

Funds will be used to purchase high quality instructional materials and for professional development.

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

Instruction Leadership, 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**

We will use MCAS results as well as formative and benchmark assessments throughout the year. We will also use faculty feedback.

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

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

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

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

*** 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 are engaging with CAST Professional Learning for a five year UDL implementation program.

Year One: Principals and Site Leaders will learn the underlying foundational concepts of UDL and the UDL design process.

Year Two: Principals and Site Leaders will use their understanding of the foundational concepts of UDL to explore CAST's Schoolwide Implementation Criteria and understand how they can be used for schoolwide improvement.

Year Three: Principals and Site Leaders will continue to gather and analyze data, do a self assessment, and build a 3-5 year implementation plan for scaling UDL School Wide

Year Four: Principals and Site Leaders will continue to gather and analyze data, iterate on the 3-5 year plan, and work on programs of practice with CAST and their peers.

Year Five: Principals and Site Leaders will continue to gather and analyze data, iterate on the 3-5 year plan and work on problems of practice with CAST and their peers.

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

All Schools

\$ 221,650.00 * What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.

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

Year One - \$71,650
Year Two - \$75,000
Year Three - \$75,000

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

Administration, Instruction Leadership, Professional Development

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?

Surveys from Teachers and trainers

EBP 3.3B Support for Effective Team Practices

EBP 3.3C Collaborative Labor-Management Partnerships

