Weston (0330) 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.

Although overall student outcome data is strong in the Weston Public Schools, there remain significant gaps among subgroups; most notably, students with disabilities, low-income students, African American students, and Hispanic/Latino students. These are the student groups we are targeting for accelerated improvement.

The Weston Public Schools have selected two Evidence-Based Programs to address the disparities in learning experiences and outcomes for these student groups. The first is *1.2A: Effective Student Support System. Implement key systems to build an effective approach to MTSS (e.g., using data to identify students strengths and needs, matching students with appropriate supports, and monitoring progress)*. Weston is currently in the middle of building a multi-tiered system of academic, social-emotional, and behavioral supports for all students who need them. When the District has constructed an effective MTSS that supports all students in a flexible, timely, and affirming manner, the District anticipates that students will have higher outcomes and gaps will close.

The second is *2.1C: Comprehensive Approach to Early Literacy. Develop and implement a comprehensive approach to early literacy education that is supported by high-quality literacy core curricular materials that encompasses foundational skills.* Weston is poised to adopt a new literacy program that will replace Units of Study. When elementary educators implement new high-quality literacy core curricular materials with fidelity, the District anticipates that students' ELA outcomes will improve and gaps will close.

Building a comprehensive MTSS for all students and implementing a new literacy curriculum at the elementary level are both initiatives that demand a high level of investment -- in staffing, curricular materials, and professional development. The District is committed to these two evidence-based programs over the next three years.

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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?**

Weston Public Schools is a small district in the western suburbs of Boston that serves a little over 2,000 students. Our student population is 60% White, 21% Asian, 7.5% Hispanic, 5.5% African American, and 6.4% Multi-Racial (non-Hispanic). 28% of our students are designated as High Needs: 18% of our students are with disabilities, 7.3% come from low-income families, and 2.9% are English Language Learners. Based on the data needs described below, the Weston Public Schools needs to focus on supporting the learning needs of all of our students.

While aggregate MCAS data is significantly higher than state averages, disparities in achievement have persisted over the last ten years. While there have some fluctuations from year to year in particular grades and subject areas, overall the gaps in scores among our subgroups have remained mostly stagnant. In 2023, the most significant disparities in student learning are with our students with disabilities, low income students, African American students, and Hispanic/Latino students. Our 2023 MCAS scores show the greatest disparities for students with special needs in grades 3, 6, and 8; and the student group does not meet all students rate in grade 10. Likewise, our MCAS data shows greatest disparities for low income students in grade 6 ELA; and the student group does not meet the all students rate in grades 3, 6 (Math), 8, and 10. Furthermore our students with disabilities have greatest disparities with percentage of ninth graders passing and the 5-year graduation rate, while our low income students show greatest disparities in chronic absenteeism, percentage of ninth graders passing, and 5-year graduation rate.

While we sometimes don't have the numbers of African American students and Hispanic/Latino students to show an accurate percentage in each grade level. The data that we do have indicates that both groups consistently do not meet the all students rate across most indicators.

Local sources of data, including disciplinary referrals, report carts and progress report, the percentage of students in advanced classes, district screeners, and common assessments, all substantiate the significant gaps found with students with disabilities, low-income students, African American students, and Hispanic/Latino students. Furthermore our SEL measures, including VOCAL data and the Metro-West Youth Behavior Survey, show that students with disabilities, low-income students, African American students, Hispanic/Latino students, Asian students, LGBTQ+ students, and female students are all groups that fall significantly below all-students rates.

*** 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?**

Our deeper analysis has revealed two critical areas requiring attention:

Elementary reading instruction and early literacy intervention. Multiple measures over several years show that disparities in reading and writing performance among student groups show up as early as second and third grade. The data shows that early literacy is a high-leverage point for Weston students. We plan to develop a K-5 literacy program that more effectively brings all students to proficient levels by the end of fifth grade. This includes adopting a new literacy curriculum that is based upon current research on reading instruction. More details about our action steps can be found in Section 5.

Enhancing our Multi-Tiered System of Support K-12. After deeper analysis of the academic and SEL data student-by-student, we find that those students who are making significant progress are benefiting from effective Tier 2 and Tier 3 intervention. Thus, another high-leverage point for Weston students is to scale up our effective academic and SEL intervention strategies across all the grade levels so that more students can benefit from high-quality intervention. While the district has developed and implemented many MTSS components, there is still much more work ahead as we continue to build a comprehensive multi-tiered system of support across the academic, social-emotional, and behavioral domains for all students. Section 5 outlines in detail what we have already accomplished and what further steps we need to take to achieve this goal.

*** 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 (+1 other) Clear

Search...

Select All / Deselect All

- [ ] English learners
- [x] **Students with disabilities**
- [x] **Low-income**
- [x] **African American/Black**
- [ ] American Indian or Alaskan Native
- [ ] Asian
- [x] **Hispanic or Latino**
- [ ] Multi-Race, non-Hispanic or Latino
- [ ] Native Hawaiian or Pacific Islander
- [ ] White

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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

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.*

Weston Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of students of color, students from low-income backgrounds, multilingual students, and students with disabilities.

While we have strong channels of communication and collaboration, both on individual and community levels, we recognize that developing family engagement opportunities is something we can continue to improve upon. Some strengths we can build upon are our strong partnering organizations: the Weston PTO, the Boston Weston METCO Parent Organization (BWMPO), the Special Education Parent Advisory Council (SEPAC), the Weston Education Enrichment Fund Committee (WEEFC), and boosters for athletics and the arts. Additionally, we have been focusing on increasing the frequency of individual interactions between educators and families. Finally, our Diversity, Equity, and Inclusivity (DEI) committee composed of educators, students, parents, and community members has been essential for our district improvement work in these areas.

Over the past several years, the District has been focusing on how best to communicate with families whose first language is not English. We are utilizing a more robust set of translation services through Lingolet and have created bilingual family liaison positions for our top four language groups, Mandarin, Spanish, Korean, and Russian. One major focus of the District Equity Audit is how the district partners with families, particularly those families who have been historically marginalized. We are currently beginning to enact the recommendations from the Equity Audit: hosting a series of town hall meetings to initiate education and conversation about the definition of equity for Weston and the rationale for focusing on it; creating an accountability system for students and families to anonymously share experiences of oppression and receive support on addressing it; building a cycle for gathering feedback from students and families on a quarterly basis to target areas of the culture and climate in need of improvement; and establishing a more collaborative school and district governance model that provides seats at the decision-making table for staff, students, families, and community members.

* **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 measure family engagement with parents and caregivers of students in targeted groups in the following ways:

- Participation rates in parent-teacher conferences
- Annual family surveys

- Focus groups involving the BWMPO, SEPAC, and multilingual families
- Participation rates in school- and district-wide events
- Participation rates for BWMPO, SEPAC, and other stakeholder groups

*** 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.***

Following are the ways how we engaged different stakeholder groups in the development of the 3-year Student Opportunity Act Plan:

- Following her entry plan, Weston's Superintendent, with the support of her administrative team, has been participating in 1:1 and small group meetings with all community stakeholders and has completed an extensive set of findings that outline district strengths and areas of growth. The entry plan findings will inform the upcoming strategic planning process.
- School Site Councils oversee School Improvement Plans and create new improvement plans with parent, student, and community input
- The DEI Committee oversaw the District's Equity Audit process and have prioritized equity audit findings
- The conducting of recent self-studies and external program reviews for the social studies, science, guidance, athletics, music, and METCO departments
- Language group meetings and events (Mandarin, Spanish, Korean, Russian) conducted by our community liaisons
- Regular meetings with the PTO, BWMPTO, and SEPAC

☑ **** 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

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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

- [x] EBP 1.2A Effective Student Support System

*** 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 Weston Public Schools is in the middle of developing and implementing a multi-tiered system of supports (MTSS) that helps all students progress academically, social-emotionally, and behaviorally. Over the past several years, the District has developed and implemented the following MTSS components:

- A district-wide leadership team
- Shared understanding of MTSS

- School Committee policies that support equitable access and nondiscrimination
- A District strategic plan
- Scheduling at the elementary level that supports tiered instruction
- Common planning time for all professional educators
- Fiscal support for intervention staffing and materials
- Welcoming school environments
- Regular communication about students' academic progress
- Effective hiring, onboarding, and mentoring practices for new staff members
- Flexible interventionist allocation based on students' needs
- Extensive professional development in culturally sustaining practices, Universal Design for Learning, and social-emotional learning
- A wide range of tier 2 and 3 interventions in elementary literacy and math
- An extensive data collection system in literacy and mathematics at the elementary level
- Data teams that systematically monitor student progress and determine interventions in all elementary schools
- Standardized assessment maps for elementary literacy and math

Over the next three years, the District is planning to develop and implement the following action items that will continue building a comprehensive multi-tiered system of support across the academic, social-emotional, and behavioral domains for all students:

- Improve school and district governance so that key stakeholders, including staff, students, families and the community, can provide input and feedback and receive communication
- Develop middle and high school schedule that supports instruction and interventions/extensions to be delivered across all three tiers
- Examine budgeting allocations to ensure that all groups of students are receiving equitable access to an inclusive education
- Enhance opportunities for staff and families to have two-way communication about the student's academic and social-emotional progress

- Expand community partnerships and engage with outside service providers to support students' academic, social-emotional, and behavioral needs
- Develop and implement learning walks to collect instructional data to provide feedback on improving classroom practice
- Leverage the educator evaluation process to provide formal and informal feedback related to meeting the academic, social emotional, and behavioral needs of students
- Improve the District Curriculum Accommodation Plan (DCAP) to ensure that all students have access to academic, social emotional, and behavioral accommodations and tiered support
- Develop a wider range of academic interventions for secondary students
- Explore how online tutoring services can support tier 1, 2, and 3 instruction
- Develop a wider range of social emotional and behavioral interventions for all students at all grade levels
- Coordinate specialized instruction with tier 2 and 3 interventions so that students with disabilities have access to a broad continuum of services
- Improve support for multilingual learners by providing linguistically sustaining practices in all tiers
- Develop a more robust data collection system to measure the progress of secondary students
- Create data teams at the middle and high school that can monitor student progress and determine appropriate intervention
- Using the elementary literacy and math assessment maps as a model, create assessment maps for all subjects, including social emotional learning
- Purchase and implement an assessment management, data analytics, and intervention support software tool throughout the District
- Find and implement a screener that measures progress in social emotional learning

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

These efforts are district-wide.

$ 5,410,891.00 *** 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.**

Tier 2 and 3 academic support personnel, K-12 (interventionists, general ed. program coordinators, general ed. learning assistants)
($2,312,140 total for 3 years)
Tier 2 and 3 social-emotional/behavioral support personnel, K-12 (adjustment counselors, social workers, general ed. program coordinators)
($2,650,001 total for 3 years)
STAR Suite literacy, early literacy, and math screening, K-9
($24,000/year X 3 years = $72,000)
Screener for social-emotional learning
($10,250/year X 3 years = $30,750)
Lingolet translation services
($10,000/year X 3 years = $30,000)
LinkIt! assessment management, data analytics, and intervention support software package
($20,000/year X 3 years = $60,000)
Online tutoring services
($20,000/year X 3 years = $60,000)
Professional learning: Universal Design for Learning
($20,500/year X 2 years = $41,000)
Professional learning: Culturally and Linguistically Sustaining Practices
($40,000/year X 2 years = $80,000)
Professional learning: Social Emotional Learning
($20,000/year X 3 years = $60,000)
Professional learning: Summer and in-school workshops
($5,000/year X 3 = $15,000)

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

Instruction Leadership, Classroom & Specialist Teachers (+5 others) Clear

Search...

Select All / Deselect All

- [ ] Administration
- [x] **Instruction Leadership**
- [x] **Classroom & Specialist Teachers**
- [x] **Other Teaching Services**
- [x] **Professional Development**
- [x] **Instructional Materials, Equip., and Tech.**
- [x] **Guidance and Psychological**
- [x] **Pupil Services**
- [ ] Operations and Maintenance
- [ ] Employee Benefits/Fixed Charges
- [ ] SPED Tuition
- [ ] Other

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

For the academic strand:

- Increase in % of students meeting or exceeding on Math, ELA, and Science MCAS
- Increase in MCAS SGP on Math and ELA MCAS
- Increase in % of multilingual learners making progress on the ACCESS
- Decrease in students requiring Tier 2 and Tier 3 supports as measured by screening data

For the social-emotional and behavioral strands:

- Increase in student perception of school culture and climate as measured by VOCAL data
- Decrease in discipline rates
- Decrease in chronic absenteeism rates
- Change in select indicators from the MetroWest Youth Behavior Survey that measure student mental health and well-being
- Increase in implementation of Tier 1 SEL curriculum
- Change in social and emotional competency rates from local data

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

EBP 2.1C Comprehensive Approach to Early Literacy+

*** 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 Weston Public Schools currently has a comprehensive literacy program that incorporate all literacy strands. The District adopted *Units of Study for Writing* in 2017, *Fundations* phonics curriculum in 2017, and *Units of Study for Reading* in 2019. Providing a coherent literacy program along with developing a strong elementary MTSS model resulted in improved overall student outcomes on MCAS and local assessments, with some subgroups lagging significantly behind others.

With the increased state and national focus on research-based reading practices, the District made a number of changes to elementary literacy in 2022. The District adopted and implemented the *Revised Units of Study* for grades K-2 and the *Heggerty* phonemic awareness curriculum for Kindergarten. In addition, the District purchased and used many more decodable texts in K and 1 classrooms. While the District's overall test scores remain quite high, significant gaps still persist.

Following are the action items that the Weston Public Schools plans to follow to develop a K-5 literacy program that more effectively brings all students to proficient levels by the end of fifth grade:

- Adopt and implement a new curriculum to replace *Units of Study* for both reading and writing. The curriculum may have its own phonics and phonemic awareness strands or can compliment *Heggerty* and *Fundations*
- Develop a plan for K-5 sustained professional development programming, differentiated by grade level, to effectively implement the new literacy program
- Define a common curriculum, learning targets, and instructional approaches for word study and grammar to address advanced phonics, morphology, and conventions of standard English for grades 3-5

- Identify and examine additional and supplemental curriculum materials and tools that serve students who have challenges accessing the existing curriculum
- Continue to strengthen instructional practices through consistent, effective implementation of the workshop model
- Expand the use of small group instruction to provide effective, targeted differentiation in tier 1 instruction
- Maximize the FLEX block to support targeted differentiated instruction
- Develop district expectations for the application of foundational skills in daily written work and ensure coordination for teaching literacy units at each grade level
- Calibrate shared expectations for the level of cognitive complex/rigorous work expected within and across grade levels and schools
- Ensure elementary schedules allow for all three tiers of literacy instruction as well as specialized instruction for students with disabilities
- Conduct a special education program review to further examine programming, specialized instruction, and the continuum of services within the District
- Examine needs arising from the District's increase in multilingual student enrollments and provide professional development based on teachers' current knowledge in order to best meet the needs of these students
- Develop opportunities for enhanced collaboration between staff in different roles, grades, and schools
- Hire a Supervisor of Elementary Curriculum, Instruction and Assessment to organize the rollout of the new reading curriculum and to support high-quality instruction

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

Country School (PK-3)
Woodland School (PK-3)
Field School (4-5)

$ 712,000.00 *** What is the anticipated amount of funding that will be allocated to this EBP for the next three years (FY25 + FY26 + FY27), across all funding sources? Total included should be cumulative.**

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

New elementary reading curriculum
($40,000)
Phonics, morphology, and conventions of standard English curricular materials
($20,000)
Supplemental curricular materials and tools that serve students who have challenges accessing the existing curriculum
($20,000)
Special education program review for elementary literacy
($32,000)
Professional development: Supporting teachers in the new reading curriculum implementation
($40,000/year X 3 years = $120,000)
Professional development for special educators: Specialized reading instructional practices
($20,000/year X 3 years= $60,000)
Professional development: Linguistically responsive instruction for multilingual learners
($10,000/year X 3 years = $30,000)
Supervisor of Elementary Curriculum, Instruction and Assessment
($130,000/year X 3 years = $390,000)

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

Administration, Instruction Leadership (+2 others) Clear

Search...

Select All / Deselect All

- **Administration**
- **Instruction Leadership**

- [ ] Classroom & Specialist Teachers
- [ ] Other Teaching Services
- [x] **Professional Development**
- [x] **Instructional Materials, Equip., and Tech.**
- [ ] Guidance and Psychological
- [ ] Pupil Services
- [ ] Operations and Maintenance
- [ ] Employee Benefits/Fixed Charges
- [ ] SPED Tuition
- [ ] Other

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

The District will use the following metrics to monitor progress in developing a comprehensive approach to early literacy:

- Adoption of High Quality literacy curricula
- Increase in percentage of students meeting or exceeding on the ELA MCAS
- Increase in Student Growth Percentile on the ELA MCAS
- Increase in percentage of multilingual learners making progress on ACCESS
- Increase in the efficacy of HQIM implementation as measured by classroom walkthrough tools
- Decrease in students requiring Tier 2 and 3 supports for literacy, using multiple District measures

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
- [ ] EBP 3.3B Support for Effective Team Practices
- [ ] EBP 3.3C Collaborative Labor-Management Partnerships