

Section 1: Summarize your district's plan

Barnstable (0020) 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.

Barnstable Public Schools is committed to providing all students with access to high quality instructional materials that support culturally and linguistically sustaining practices and foster deeper learning for all students. This work is critically important for our Multilingual Learners and Students with Disabilities, who have performed below benchmark across a range of data points - both local and state.

The district has prioritized early literacy as an area of focus as our current reading program has been rated as partially meeting through EdGrants. District data provides further evidence of this need. To support our early literacy efforts, Barnstable is:

- Undergoing an inclusive curriculum adoption process of high quality instruction materials to support a strong Tier 1 that will provide a comprehensive approach to early literacy.
- Supporting curriculum implementation through professional development linked to the selected HQIM
- Administering early literacy screening assessments to identify students in need of targeted supports through cohesive interventions

Over the course of the three year Student Opportunity Act Plan, the district will continue to expand the inclusive curriculum adoption process across additional content areas - modeled after our early literacy adoption process.

Across these initiatives, Barnstable is anticipating the project investment to total \$4,800,000, broken down as follows: EBP 2.1A and 2.1C Inclusive Curriculum Adoption Process and Comprehensive Approach to Early Literacy = \$1,059,000, EBP 2.1B Supporting Curriculum Implementation = \$150,000, EBP 2.1D Early Literacy Screening and Support = \$3,585,000

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?

Barnstable is considered a Gateway city and is the largest school district on Cape Cod serving 4,817 students across grades PK - 12+. Our student population is 67.4% High Needs, 53.3% Low Income, 9.3% African Americans, 2.1% Asians, 30.2% Hispanics, .3% Native American, 50.1% White, and 7.9% Multi-Race Non-Hispanic. In addition, 23.4% of our students identified as English Language Learners, and 17.9% identified as Students with Disabilities. Based on a review of district assessment data – state and local – Barnstable needs to address the needs of our students with disabilities and multilingual learner students. Based on the data described below, Barnstable needs to focus on some key areas to meet the needs of our students, in particular in the area of early literacy and supporting our multilingual learners and students with disabilities.

In a review of Barnstable's MCAS achievement and growth over the past 5 years, we have seen a steady decline in our proficiency rates in ELA until this most recent year, where we saw a very slight recovery in our % proficient. The student growth in ELA is trending upwards and nearing the state average. Our overall math achievement has been trending upward in the past few years, but is still well below the state average. Barnstable has seen a more dramatic increase in the math SGP over the past few years.

Digging deeper into the data, we see that these trends are not carrying over to our special populations – namely our students with disabilities group and our multilingual learner group. For our students with disabilities, we saw an increase in the % proficient in ELA, but the gap between our SWD and our non-SWD,

while narrowing slightly, indicates that we are not sufficiently meeting the needs of this group. We see similar evidence in our math MCAS results. For our multilingual learners, achievement has been trending down until this most recent year where we saw some minor gains. The same is true for the Math MCAS. But in both subject areas, we are still seeing a significant gap between our MLL and non-MLL students. At the secondary level we are seeing some disparities between students' grades and the performance on MCAS. In other words, students are demonstrating strong proficiency as evidenced by report card grades, but this is not reflected in MCAS performance. We see this particularly at the high school level, but there is some evidence that it carries through to the middle level as well.

When we drill down into grade bands, we notice that at grade three, our students are seeing some success, particularly in math. And while our MLL performance is trending up, they are still performing below our non-MLL students. We see the same trends for our SWD and non-SWD in the area of math. At the same grade level, our students with disabilities saw a decline in the % proficient in ELA, further widening the gap with our non-SWD. Our Grade 3 ML students made some good gains in ELA, but again, are still performing well below our non-ML students.

To provide a fuller picture of our elementary students, we also looked at our STAR data, which lined up with the patterns we saw in our MCAS data. On the STAR reading assessment, our MLL students scored in the intervention and urgent intervention range at double and triple the percentage of our non-MLL students while our SWD performed at similar rates. The results were not quite so disparate for math when comparing the performance of our MLLs and SWD against our non-MLLs and non-SWD.

In summary, this data review has identified a few critical areas:

1. Early literacy programming

- Given the gap in achievement data in both state and local assessments, our current literacy curriculum is not meeting the needs of our MLLs and SWD

2. Curriculum and instruction at the middle and high school level

- The disconnect between report card grades and MCAS performance indicate some gaps in curriculum (alignment to state standards) and/or gaps in instruction, particularly with respect to our multilingual learners and students with disabilities as our MCAS scores are indicating that our current practices are not meeting the needs of these student groups.

*** 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 disparities identified above will be addressed in the following ways.

- Cohesive early literacy programming – we will be implementing high quality literacy curricular materials in the fall. As part of the implementation process, we will be supporting educators with professional development that will support educators with the implementation of the new program

materials as well as supporting instructional strategies that will help our MLLs and SWD access the core literacy curriculum.

- Aligned screening and intervention supports – we will continue to screen all students K – 3 using our early literacy screener. With the adoption of a new literacy program, we will be working on the alignment of interventions that support students who are identified through the screening process. Additionally, we will be aligning our ESL and special education supports with our new literacy program to develop a comprehensive approach to early literacy and supports the needs of various student groups.
- Selection and implementation of high quality instructional materials – we will begin to implement a comprehensive curriculum review of secondary mathematics to be followed by secondary ELA. The evaluation and selection process will be used to identify high quality instructional materials in the identified content areas. All programming will be viewed through the lens of equity – both in terms of access to the curriculum and representation of diverse student needs and cultures.

*** 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

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.

n/a

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.**

Barnstable Public Schools regularly engages with families and caregivers to seek input on district initiatives and decisions - ranging from development of Vision of a Graduate to proposing new school calendars that might be highly impactful for families.

Established councils and groups - including but not limited to SEPAC, ELPAC, School Councils, and PTOs - are used as conduits for communication and feedback. Most recently, with our early literacy work connected with the GLEAM grant, ELPAC and SEPAC meetings were used to provide background on the early literacy curriculum review, seek input for selection criteria for a new literacy program, and provide updates on progress of the grant. Additionally, regular updates are provided to the School Committee and shared through monthly newsletters to families.

Barnstable also makes use of surveys to collect input and insights from key stakeholders. Staff, students, and families all participated in the Youth Truth Survey district-wide.

There are numerous opportunities for families to engage with schools and school staff - Family Engagement Nights, Parent/Guardian Conferences, Open House Events, and Curriculum Nights. All of these events are also supported by our Family Liaisons who serve as a conduit for our MLL families, ensuring access for all to participate in these events.

Similarly, community engagement is supported through an Annual Citizens Academy - this is a town academy that highlights the various programs and departments across Barnstable. It is an opportunity for the school department to share everything that Barnstable Public Schools has to offer.

*** 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 will use the following strategies to measure family engagement in the district:

- YouthTruth survey response rates
- Family participation in surveys and and focus groups connected with district curriculum review process

*** 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.**

Our current work through the GLEAM grant has provided us with feedback tied to our plan which also focuses on the selection of high quality instructional materials and early literacy. Over the course of the grant, we have sought input from families through focus groups and surveys. Additionally, we have shared the district's focus through newsletters, information sessions, presentations to ELPAC and SEPAC as well as regular updates to the School Committee.

Additionally, all stakeholder groups were provided with a summary of the SOA plan and asked to provide feedback through a survey. This survey was shared March 15 in multiple languages - the results of which will be shared with the School Committee on March 20, when the plan is presented to the Committee for approval.

*** 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:**

03/20/2024 

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

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.**

Barnstable has established a curriculum review cycle modeled after the work started last year under the GLEAM grant. This 7 year cycle will ensure that all grades and content areas will have access to high quality instructional materials. By June of 2027, we will have completed the curriculum review and implementation for K - 5 literacy and math at the middle and high school level. By June 2027, we will be in the field study phase for middle and high school ELA. Through this process, our staff will have access to professional development that will not only support the implementation of new curricular resources, but also effective instructional practices that will support our students with disabilities and multilingual learners.

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

District-wide

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

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

Curriculum Review Cycle = \$309,000

Purchase of HQIM = \$500,000

Total = \$809,000

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

Professional Development, Instructional Materials, Equip., and Tech.

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**

Increased High-Quality Instructional Materials adoption rates.

Increase of HQIM implementation as measured by classroom walkthrough tools.

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.**

As part of our GLEAM work and included in our newly established curriculum review process, professional development will be critical to support implementation with fidelity. During the FY24 school year, we provided elementary staff with professional development connected to the science of reading. This was in preparation for the field test process while also providing staff with an understanding of the reading process that could be applied to our existing literacy materials to ensure students were still accessing complex texts and building knowledge while also supporting foundational literacy skills. In the fall of 2024 we will shift to professional development that will support the implementation of our literacy curricular resources. And throughout this process, there has been leadership support and coaching in the selection and implementation process. All of this will be applied to our curriculum review process (EBP 2.1A) to support the review and implementation process for the other core content areas. This will support the effective implementation of materials.

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

District-wide

\$ 150,000.00 *** 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.**

Implementation Professional Development = \$150,000

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

Professional Development Clear

Search...

[Select All](#)/[Deselect All](#)

Administration

Instruction Leadership

Classroom & Specialist Teachers

Other Teaching Services

Professional Development

- Instructional Materials, Equip., and Tech.
- Guidance and Psychological
- Pupil Services
- Operations and Maintenance
- Employee Benefits/Fixed Charges
- SPED Tuition
- Other

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

Increase of HQIM implementation as measured by classroom walkthrough tools.
 MCAS (performance and SGP), ACCESS

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.**

Barnstable is currently engaged in the GLEAM grant to review, field test, adopt, and implement high quality instructional materials for literacy. We are currently in the field test stage of the process. As we complete the field test of two programs - Amplify CKLA and EL Education - a primary element of the review has been the quality of the foundational skills component of both programs. Over the course of the SOA plan, Barnstable will be implementing the selected program - this, in conjunction with the continued administration of our early literacy screener (see EBP 2.1D), will help to further develop our comprehensive approach to early literacy. We will be strengthening our Tier 1 literacy programming and developing cohesive and aligned Tier 2 and Tier 3 supports for struggling students. Additionally, we will be building out a comprehensive set of resources that will support our MLLs and SWD in the development of their literacy skills that will reinforce, through pre-teaching and/or reteaching, the skills and knowledge aligned to our core curriculum program.

Barnstable Public Schools does include an Innovation School at the K - 3 level. The Innovation School will be included in this project as the district develops a comprehensive approach to early literacy instruction, but there will be some variation in the programming where the Innovation School has autonomy over

their selection of curriculum. Their current literacy program is Wonders, which is identified through Curate and EdReports as high quality core curricular materials.

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

Hyannis West Elementary, West Villages Elementary, Centerville Elementary, Barnstable Community Innovation School, Barnstable-West Barnstable Elementary, Barnstable United Elementary

\$ * **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.**

Purchase of HQIM = \$250,000

Specialist Educators (Content specialists and interventionists) = \$2.28 million

Total = \$2,530,000

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

Classroom & Specialist Teachers, Instructional Materials, Equip., and Tech.

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?**

Decrease in students requiring tier 2 and tier 3 supports as measured by local data (STAR).

Increase in academic language achievement of English learners as measured by local data (STAR).

MCAS (performance and SGP), ACCESS

EBP 2.1D Early Literacy Screening and Support+

*** 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.**

Barnstable currently uses the STAR assessment for early literacy screening - this includes the early literacy, reading, and CBM assessments within the STAR assessment suite. We have developed an early literacy screening guide to support the implementation of and response to the STAR screener. In addition to this, we have a team of staff currently participating in the Dyslexia Institute, with the goal of further refining our early literacy screening practices. This work will help to support our current and future efforts related to EBP 2.1.C - as screening and response to data is critical to supporting our comprehensive approach to early literacy.

The ongoing work under EBP 2.1.D will ensure that our screening practices also support our SWD and MLL populations - using STAR and other practices to ensure we have a comprehensive understanding of the root causes of gaps in early literacy skills that might be evident.

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

Hyannis West Elementary, West Villages Elementary, Centerville Elementary, Barnstable Community Innovation School, Barnstable-West Barnstable Elementary

\$ * **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.**

Early Literacy Screener = \$165,000

Specialist Educators (Content specialists and interventionists) = \$1.14 million

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

Classroom & Specialist Teachers, Instructional Materials, Equip., and Tech.

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?**

Decrease in % of students requiring tier 2 and tier 3 supports as measured by local data (STAR).

Increase in academic language achievement of English learners as measured by local data (STAR).

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