

Section 1: Summarize your district's plan
Advanced Math and Science Academy Charter (District) (0430) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0
Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.
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.
The Advanced Math and Science Academy (AMSA) is committed to implementing evidence-based practices (EBPs) to address disparities in performance between student groups and accelerate the improvement of our low-income students, students with disabilities, and students identified by DESE as lowest performing. Our plan is designed to build a robust Multi-Tiered System of Supports (MTSS) that holistically addresses academic, social-emotional, and behavioral needs while fostering equitable learning opportunities for all students. Evidence-Based Practices (EBPs) and Targeted Student Support Comprehensive Tiered Support System: We are developing an MTSS framework that integrates academic, social-emotional, and behavioral interventions. This system ensures that all students, particularly those from low-income backgrounds and students with disabilities, receive the support they need at the appropriate level of intensity. Tools and training in Universal Design for Learning (UDL) and grading for equity will enable educators to design inclusive instruction and assessment practices that reduce barriers and provide meaningful feedback to all learners. Targeted Support for Lowest Performing Groups: The implementation of targeted academic interventions will focus on math, science, and English for our lowest-performing groups. Additionally, social-

emotional learning (SEL) supports will be delivered using evidence-based tools such as "WhyTry," which provides students with practical strategies to overcome challenges, improve resilience, and develop skills necessary for academic success.

High-Leverage Practices for Students with Disabilities:

We are investing in professional development (PD) for educators to learn high-leverage instructional practices and Universal Design for Learning (UDL) strategies. These training sessions will enhance their ability to support students with disabilities through differentiated instruction, scaffolding, and proactive classroom management techniques, aligning with the goals of an MTSS framework.

Authentic Postsecondary Planning:

Through the continued development of MyCAP (My Career and Academic Plan), we will ensure that all students, including those in targeted groups, have access to personalized academic and career guidance. This approach supports students in setting clear, actionable goals for postsecondary success.

Alignment of Budgetary Items with EBP Implementation

To ensure the effective development of our MTSS framework and evidence-based practices, AMSA has allocated resources as follows:

1. Professional Development (PD):

- **WhyTry** : This SEL tool will be integrated into our comprehensive tiered support system to provide evidence-based SEL interventions. Educators will use WhyTry strategies to address the social-emotional barriers that impact academic performance.
- **High-Leverage Practices Training**: This training will equip staff with evidence-based strategies tailored for students with disabilities, enabling them to implement interventions effectively within the MTSS framework.
- **Universal Design for Learning (UDL) Training**: UDL principles will support inclusive instruction, helping educators design lessons that meet the diverse needs of all learners, particularly those in targeted groups.
- **Grading for Equity**: Training on equitable grading practices will ensure that assessments and feedback are fair, fostering an environment where all students can demonstrate mastery and growth.

2. Personnel Investments:

- AMSA will fund the training of intervention specialist (resding) and additional staff necessary to provide direct academic and SEL support within the MTSS system. These personnel will play a critical role in delivering targeted interventions to our low-income students and students with disabilities.

3. Other Resources:

- The allocated budget includes resources for materials and tools that support tiered interventions, small group instruction, and SEL activities. Dedicated spaces will be created for these programs to ensure optimal learning environments.

Measuring Progress

To evaluate the success of our EBPs and MTSS framework, AMSA will utilize DESE's rigorous achievement targets. These targets will provide measurable benchmarks to assess the effectiveness of our interventions and inform continuous improvement efforts.

To evaluate the success of our MyCAP rollout, AMSA will track both FAFSA completion and MyCAP plan completion by grade level.

Commitment to Equity and Excellence

By dedicating substantial financial, personnel, and material resources to the implementation of our MTSS framework, Mt CAP and evidence-based practices, AMSA is creating an inclusive educational environment where every student, regardless of socioeconomic status or disabilities, can thrive and reach their full potential.

Section 2: Analyze Your Data and Select Student Groups for Focused Support	Advanced Math and Science Academy Charter (District) (0430) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0 Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving. 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? The Advanced Math and Science Academy (AMSA) in Marlborough, Massachusetts, is a suburb of Boston, Massachusetts, and serves 966 students from our core towns of Hudson, Clinton, Maynard, and Marlborough. AMSA enrolls students in grades 6 through 12. Our population is 11% Hispanic, 68% white, 10% Asian, and 3% African American. In addition, 25% of our students' first language is not English, 7% of our students have disabilities, and 17% are classified as low-income. Based on the data described below, AMSA needs to focus on students with disabilities and low-income students to address disparities in learning and effectively address the needs of all students. Examining the "District Heat Map" for AMSA, our students with disabilities and those classified as low-income demonstrate the most significant disparities among all student rates, particularly in grade 6. While student rates improve in grades 8 and 10, the low-income subgroup does not meet all student rates in both ELA and Math. A deeper examination of related data exposes that the students identified as with disabilities and/or low income have higher chronic absenteeism rates and lower graduation rates. These groups also have a slightly lower rate of passing grade nine courses. In summary, our data analysis has revealed these critical areas requiring attention.
---	---

1. Comprehensive Tiered Support System- Establish a comprehensive set of tiered supports for all learners across all academic domains, social, emotional, and behavioral. 2. Targeted Support Programs- Develop an intervention program that targets the lowest performing groups and provides direct math, science and English Intervention combined with SEL supports. 3. High Leverage Practices for Students with Disabilities-Train staff in high-leverage instructional practices designed for students with disabilities. 4. Authentic Post-secondary Planning for All Students. Below is a summary of how we plan to address the disparities across student groups revealed in our deeper analysis. While AMSA provides support for students, we must organize and analyze our support to place it in a system that is universally understood and accessible to students and staff. Establishing a comprehensive set of tiered support will make AMSA support more readily available and targeted toward our lowest-performing subgroup. As part of our newly identified Comprehensive Tiered Support System, AMSA will develop specific intervention programs that target math, science, and English. These Targeted Support Programs will be tier-three support aimed at closing the achievement gap for our lowest-performing students in our targeted subgroups of students with disabilities and students classified as low-income. Using a PLC Model, AMSA will train staff in High-leverage Instructional Practices. Staff will be able to implement practices and receive feedback from peer observers.

* 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? A comprehensive examination, integrating diverse data sources, (MCAS, state reporting data such as absenteeism data and data within the AMSA student information system reveals that tackling the disparities among our low-income students and those with disabilities necessitates a multifaceted approach. Through triangulating various data sets, it becomes evident that tailored support in Math and English, tailored to each student's unique needs, is paramount. By identifying and addressing specific academic challenges, we can effectively bridge the achievement gap. Additionally, engaging families emerges as a crucial component in this endeavor, particularly in improving attendance rates. Collaborating with parents and guardians fosters a supportive environment outside of the classroom, reinforcing learning and bolstering student success. This holistic strategy not only addresses immediate academic needs but also cultivates a sustainable framework for long-term educational equity and inclusion. Finally, targeted outreach with a goal of increasing attendance in our low-income and students with disabilities population should result in closing the gap for these students.
--

*** 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

Search...

Select All / Deselect All

Clear

☐ 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

Advanced Math and Science Academy Charter (District) (0430) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

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	
Advanced Math and Science Academy Charter (District) (0430) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0	
Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.	
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.	
AMS's core values include the value of community. In developing this SOA plan AMSA engaged families, our staff and our Board of Trustees through a series of listening engagements to determine which initiatives may result in the greatest success for our low income and students with disabilities. We prioritize the sense of community for all stakeholders by promising to implement these key engagement initiatives: Family Engagement Opportunities: through a celebration of diversity and celebration of academic excellence, we provide formal and informal opportunities for engagement. Community Mapping: Counseling staff partnered with outreach to create a community map to identify community resources available to our families. Community Advocacy Program: Outreach partnered with the Massachusetts Public Charter School Association to create and implement an advocacy program to increase parent engagement in advocacy. Parent Network Program: A network of parents who act as liaisons, sharing information and encouraging engagement. AMSA's approach to family engagement currently incorporates daily and weekly communication through direct emails, celebration of accomplishments and information of upcoming activities through social media, career fair, lower school family fun run and our highly successful international festival and Arts &	

Science night.

Measuring Family Engagement:

Annual Family Engagement Survey: The education committee, which consists of administrators, parents, staff, and board members, designed a school-wide family engagement survey. Engagement with this survey has been historically low (5%-7%). Our measurable goal will be to continually improve engagement by our families with this survey over the duration of this SOA plan. By the third year of implementation the goal will be between 45-50% response rate.

AMSA will also measure family engagement by tracking engagement click for our weekly Announcements and Celebrations. We will collect a baseline 24-25 and set goals moving forward.

AMSA Public Charter School partnered with our parent organization, education committee, and students on the principal's council to ensure broad participation in designing this plan.

Through these efforts, we engaged the following groups:

- Focus group of parents/guardians and PTO
- Focus group and individual meetings with educators
- Focus group for special education and EL parents
- Discussion with local elected officials.
- Focus group with students

During open meeting discussions, families expressed that they were not explicitly aware of the supports available at AMSA and how they would access the supports if their child needed them.

*** 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.**

Measuring Family Engagement with a Focus on Equity

To ensure equitable engagement across our school community, AMSA will implement targeted strategies and metrics to monitor and improve family engagement—particularly among families of students with disabilities and those from low-income households. The goal is to build stronger partnerships with historically underrepresented families and use their feedback to inform school decisions and supports.

1. Family Engagement Survey

Tool: AMSA's annual Family Engagement Survey, developed by the Education Committee (including administrators, staff, parents, and board members), serves as a core tool for gathering input across the community.

Metrics and Goals:

- **Baseline Participation:** Survey participation has historically ranged from 5% to 7%.
- **Goal:** Increase overall response rates each year, aiming for 45–50% participation by Year 3 of this SOA plan.
- **Disaggregated Analysis:** Responses will be analyzed by subgroup to identify trends in engagement among families of students with disabilities and low-income backgrounds.
- **Targeted Outreach:** AMSA will track the effectiveness of targeted outreach strategies (e.g., translated materials, personalized reminders) to increase response rates from these key groups.

2. Digital Communication Engagement

Tool: Weekly "Announcements and Celebrations" email/newsletter.

Metrics and Goals:

- **Click-Through Rates:** Track engagement by measuring click-through and open rates, disaggregated by subgroup where possible.
- **Baseline Establishment:** A baseline will be collected in 2024–2025 to inform year-over-year growth targets, especially for families of students in targeted populations.

3. Event Participation

Tool: Family and community events hosted throughout the year.

Metrics and Goals:

- **Overall Attendance:** Track attendance at community-building events such as family meals, curriculum nights, and potlucks.
- **Targeted Event Tracking:** Track attendance at events specifically designed to support families of students with disabilities or those facing economic hardship (e.g., resource nights, financial aid workshops).
- **Goal:** Increase attendance among these families annually, using invitation tracking and on-site sign-ins to evaluate effectiveness of outreach.

4. SEPAC (Special Education Parent Advisory Council) Engagement

Metrics and Goals:

- **Family Utilization:** Measure the number of families accessing SEPAC for resources, attending meetings, or requesting support.
- **Communication Output:** Monitor SEPAC-generated outreach, including newsletters, emails, and family response rates.
- **Feedback Collection:** SEPAC will conduct mini-surveys or feedback forms after each event to assess relevance and satisfaction.

Engagement in IEP Processes and Student Support Meetings

Metrics and Goals:

- **Participation Rate:** Track family attendance and active participation in IEP meetings and academic support planning sessions.
- **Collaboration Quality:** Use follow-up surveys and meeting reflections to assess families' satisfaction with the process and their sense of partnership.
- **Goal:** Maintain or increase consistent family attendance at IEP and student support meetings year-over-year.

Expected Outcomes

By establishing clear, disaggregated metrics and monitoring them regularly, AMSA aims to:

- Strengthen trust and partnership with families of students with disabilities and low-income students.
- Ensure equitable access to information, resources, and decision-making opportunities.
- Create a school-wide culture of inclusion where every family feels valued, heard, and connected.

*** 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.**

AMSA Public Charter School partnered with our parent organization, education committee, and students on the principal's council to ensure broad participation in designing this plan.

Through these efforts, we engaged the following groups:

Focus group of parents/guardians and PTO

Focus group and individual meetings with educators

Focus group for special education and EL parents

Discussion with local elected officials.

Focus group with students

We plan to continue similar activities throughout the duration of this three year SOA plan.

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

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

*** Date of school committee vote:**

05/02/2024



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

Advanced Math and Science Academy Charter (District) (0430) Charter District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

Your work will not automatically be saved. To save your progress, click 'Save And Go To' at the top of the page and choose either to stay on the Current Page or move to another section. Remember to save 1) before exiting GEM\$, and/or 2) before the system times out (after 60 minutes). Monitor 'Session Timeout' in the upper right corner for your remaining time before saving.

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

*** 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.

Refinement of MTSS and Use of Evidence-Based Practices to Support Targeted Student Groups

AMSA currently provides student support on an as-needed basis; however, these services are not yet embedded within a clearly defined, school-wide framework that educators, families, and students can consistently access when a child is struggling. While the Student Assistance Team meets regularly to assess individual student needs, AMSA's Multi-Tiered System of Support (MTSS) remains in the refinement stage. Foundational practices are in place, but a system-wide structure that proactively supports all learners, especially students with disabilities and those from low-income backgrounds, has yet to be fully implemented.

There is currently a lack of shared understanding among staff regarding the full continuum of supports. As a result, opportunities for early intervention and collaborative problem-solving, particularly for our targeted groups, may be missed. Additionally, Tier 1 supports—universal strategies designed to promote success for all students—are limited and need to be expanded.

To address these challenges, AMSA will embed a Cycle of Inquiry—a continuous improvement process that equips educators to identify gaps, implement and test targeted interventions, and refine practices in real time. Integrating this cycle into the MTSS framework will lead to more coordinated, data-informed, and effective supports for all students, with a strong focus on those who experience systemic barriers to success.

Vision and Goals for MTSS Refinement

By June 2027, AMSA aims to establish a comprehensive and sustainable MTSS framework, including a regularly updated District Curriculum Accommodation Plan (DCAP). This system will include a full range of academic, behavioral, and social-emotional supports, ensuring access and equity for all students. Additionally, AMSA will integrate its MyCAP (My Career and Academic Plan) program as a core Tier 1 strategy to support postsecondary planning and student development.

Implementation Phases and Alignment with Budgeted Professional Development

Phase 1: Planning and Infrastructure (Year 1)

Key Activities:

- Needs assessment and resource inventory
- Development of an implementation plan
- Vision-setting with staff and stakeholders
- Selection of aligned, evidence-based tools and interventions

Phase 2: Implementation and Monitoring (Year 2)

Key Activities:

- All staff trained in Continuous Cycle of Inquiry Practices
- Rollout of universal and targeted interventions
- Progress monitoring utilizing Panorama
- Continuous improvement through team-based data review cycles

Phase 3: Refinement and Sustainability (Year 3)

Key Activities:

- Deepening Tier 2 and 3 interventions
- Refining data systems
- Embedding MTSS into school culture and leadership structures

Outcomes and Impact

The refinement and full implementation of AMSA's MTSS will result in a school-wide system where students, particularly those with disabilities and from low-income backgrounds, have timely, equitable access to layered supports. Key outcomes include:

- Expanded Tier 1 Supports: Proactive strategies and inclusive instruction will better meet the needs of all students, reducing the number requiring Tier 2 and 3 interventions.
- Increased Staff Capacity: Professional development investments in UDL, SEL, high-leverage instructional practices, and equitable grading will equip staff to deliver effective, differentiated instruction.
- Improved Student Outcomes: The continuous improvement cycle will enable real-time problem-solving and instructional adjustments, increasing engagement and achievement among high-needs students. (Students with Disabilities and Low Income)
- Sustainable System Change: By building staff knowledge, leadership capacity, and aligned resources, AMSA will create a lasting MTSS structure embedded into the

*** 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.**

Proposed Budget for MTSS Refinement (2024–2027)

1. Personnel and Professional Development Investments

1. Hiring a Trained Reading Specialist
 - Rationale: The reading specialist will provide targeted literacy support as part of MTSS for struggling readers, particularly students in low-income and disability populations.
 - Cost: \$85,000 annually (salary + benefits)
 - Total for 3 years: \$255,000

2. Professional Development (PD) Time for Staff

Budget Alignment:

- o Cycle of Inquiry Training (\$20,000): Educators will be trained to use collaborative data cycles to monitor student progress and adjust instruction/interventions.
 - o Grading for Equity (\$5,000): Staff will engage in training to review and refine grading practices, ensuring that assessment and feedback systems are inclusive, transparent, and supportive of students from historically marginalized groups. These changes will strengthen Tier 1 instruction and reduce opportunity gaps.
 - o High-Leverage Instructional Practices (\$5,000): This training will build staff capacity to deliver strong, research-based instruction that meets the needs of diverse learners, especially students with disabilities.
 - o Universal Design for Learning (UDL) Training (\$5,000): UDL strategies will help staff design instruction that accommodates variability and reduces barriers for students with disabilities and English learners.
 - o WhyTry SEL Program (\$5,000): As part of a Tier 1 SEL strategy, this evidence-based program provides tools for resilience and motivation, particularly for students experiencing adversity.
3. Stipends Associate with this EPB:
Grade Level leaders (3) \$4500 Annually
Upper School Leaders (5) \$1500 Annually

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

Classroom & Specialist Teachers, Other Teaching Services, Professional Development (+2 others)

Search...

Select All/ Deselect All

☐ Administration

☐ Instruction Leadership

☒ **Classroom & Specialist Teachers**

Clear

☒ 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 be using the data from the state to monitor progress of our lowest performing groups and we will adopt all state suggested targets.

☒ ☐ 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 +

☒ ☐ 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+

*** 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.

AMSA provides students with support during directed study time. Students can meet with teachers to receive additional support in areas where they are struggling. Throughout the next three years, AMSA will provide students, based on data review, with direct instruction in the areas of English, Math, and Science. Three programs will target students who fall into the lowest performing sub-group or are students in our low-income or with disabilities population.

The three programs will be a Peer Academic Coaching Program, a Math Intervention Program, and a Targeted MCAS preparatory. The staff and cost are detailed below:

PACC-Peer Academic Counseling Program

Managers (2)- 5,000 annually

Student Success Team

Coordinator 7,000 annually

Members (9) 9,000 annually

Math Intervention Program

Coordinator 7,000 annually

Tutors (3) 15,000 annually

MCAS Support

Tutors (11) 11,000 Annually

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

District-Wide

\$ 162,000.00 * 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.

PACC-Peer Academic Counseling Program

Managers (2)- 5,000

Student Success Team

Coordinator 7,000

Members (9) 9,000

Math Intervention Program

Coordinator 7,000

Tutors 10,000

MCAS Support

Tutors (11) 11,000

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

Classroom & Specialist Teachers, Other Teaching Services

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?

Metrics to Monitor Progress of Targeted Academic Support Programs

To ensure the effectiveness and equity of AMSA’s directed study interventions, three targeted programs—the Peer Academic Counseling (PACC) Program, the Math Intervention Program, and the MCAS Preparatory Program—will be monitored using a comprehensive set of data-driven metrics. These metrics will evaluate both implementation fidelity and student impact, with a clear emphasis on outcomes for students with disabilities and those from low-income backgrounds.

Participation & Access Metrics

- **Program Enrollment Rates:** Number and percentage of eligible students (particularly those with disabilities and from low-income households) enrolled in each program.
- **Attendance Rates:** Student attendance in tutoring sessions, peer coaching, and intervention groups.
- **Equity of Access:** Comparison of subgroup participation (IEP, low-income) against their representation in the overall school population to ensure proportional support.
- **Progress in Course Grades:** Improvement in classroom grades for students receiving support, disaggregated by student group.
- **Proficiency Rate Increases:** Percentage of participating students moving from "Not Meeting Expectations" to "Partially Meeting" or higher, with subgroup focus.

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
--------------------------	---

* 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.

Vision and Goals for MyCAP Refinement: Centering Equity for Students with Disabilities and Low-Income Backgrounds

Currently, AMSA has begun the curriculum writing phase of their MyCAP plan. By June 2027, AMSA aims to fully implement the MyCAP (My Career and Academic Plan) program as a comprehensive, equitable, and sustainable framework that guarantees every student—especially those with disabilities and from low-income backgrounds—has access to personalized academic and career planning. MyCAP will be intentionally designed to close opportunity gaps, supporting students in aligning their academic experiences with long-term goals that reflect their individual strengths, interests, and aspirations.

Implementation Phases

The implementation of MyCAP will occur in three structured phases over three years, with specific strategies to ensure that students with the highest needs are prioritized and fully supported.

Phase 1: Planning and Infrastructure Development (Year 1)

This foundational year will focus on establishing the systems and supports necessary for equitable implementation. Key activities include:

- Conducting disaggregated needs assessments to identify barriers experienced by students with disabilities and low-income students in accessing academic and career planning resources.
- Engaging educators, counselors, students, and families—particularly those from underserved groups—in co-developing a shared vision for MyCAP.
- Developing implementation and evaluation plans with equity benchmarks to monitor participation and impact for targeted student groups.
- Selecting inclusive and accessible digital tools that support goal-setting, career exploration, and academic planning for students with diverse learning needs.
- Providing initial training to staff on strategies for supporting all learners, including those requiring differentiated advising or assistive technologies.

Phase 2: Implementation and Monitoring (Year 2)

In the second year, AMSA will embed MyCAP into the academic and counseling experience across grade levels, ensuring that students with disabilities and from low-income families receive focused support. Key strategies include:

- Launching MyCAP sessions with an initial focus on high-needs populations to ensure early access and meaningful engagement.
- Establishing individualized MyCAP check-ins where students review and refine their plans with advisors trained in inclusive, student-centered practices.

- Embedding MyCAP into advisory and cross-curricula and support structures so that planning is not an “add-on,” but a core element of students’ experiences.
- Providing targeted professional development in culturally responsive advising, Universal Design for Learning (UDL), and strategies to scaffold participation for students who may face systemic challenges.
- Using feedback loops, surveys, and implementation reviews disaggregated by subgroup to ensure equity in delivery and outcomes.

Phase 3: Refinement and Sustainability (Year 3)

In the final year, AMSA will refine and strengthen the MyCAP system to ensure it is sustainable and continues to meet the evolving needs of its most vulnerable students. Key priorities include:

- Expanding access to internships, job shadows, dual-enrollment, and mentorship programs—particularly for students with limited outside-of-school opportunities.
- Strengthening data systems to track MyCAP progress for students with disabilities and low-income backgrounds, ensuring timely interventions and supports.
- Evaluating MyCAP’s impact using both quantitative and qualitative data, with a focus on student voice from those historically underserved.
- Building long-term sustainability by training a core group of staff to lead MyCAP implementation and maintaining community partnerships that support career readiness.

Professional Development and Training

AMSA will invest in targeted professional development that directly supports the equitable implementation of MyCAP, including:

- Training on accessible advising tools and platforms to support all students, including those using assistive technologies.
- Workshops on goal-setting, inclusive student advising, and culturally responsive career exploration.
- Collaboration sessions for staff to review student progress, share best practices, and adapt strategies to better serve students with disabilities and low-income students.

Outcomes and Impact

The MyCAP program will become a powerful lever for advancing equity at AMSA. By ensuring that students with disabilities and from low-income backgrounds have structured, personalized support in planning their futures, AMSA will:

- **Empower students** with a clear sense of purpose and direction, increasing academic engagement and motivation.
- **Reduce opportunity gaps** by connecting students to resources, experiences, and mentors that align with their goals and needs.

- **Improve postsecondary readiness** by ensuring all students—regardless of background—are equipped to succeed in college, career training, or the workforce.
- **Strengthen staff capacity** to meet diverse student needs through ongoing training and collaboration around equitable advising practices.

MyCAP will serve not only as a planning tool, but as a central component of AMSA’s commitment to ensuring that every student can access a meaningful, opportunity-rich future.

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

Upper School (Grades 9-12)

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

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

Proposed Budget for MyCAP Program Enhancement (2024–2027)

1. Personnel Investments

1. MyCAP Program Coordinators

- *Rationale:* Two coordinators will oversee the development and implementation of MyCAP, ensuring alignment with AMSA’s goals and managing key program elements.
- *Cost:* \$6,000 annually (\$3,000 per coordinator).
- **Total for 3 years:** \$18,000

2. MyCAP Curriculum Writers

- *Rationale:* Four curriculum writers will create and refine materials and activities to integrate MyCAP into AMSA’s curriculum and advisory programming.
- *Cost:* \$6,000 annually (\$1,500 per writer).
- **Total for 3 years:** \$18,000

2. Professional Development and Training

1. Staff Training on MyCAP Tools and Processes

- o *Rationale:* Professional development sessions to train staff on MyCAP implementation, goal-setting strategies, and career-readiness tools.
- o *Cost:* \$5,000 annually.
- o **Total for 3 years:** \$15,000

2. Career Counseling and Advising Workshops

- o *Rationale:* Training sessions to enhance staff expertise in career pathway planning and student advising.
- o *Cost:* \$2,000 annually.
- o **Total for 3 years:** \$6,000

3. Tools and Resources

1. Digital Tools and Platforms for MyCAP

- o *Rationale:* Subscription or licensing fees for career-readiness platforms and digital tools for goal-setting and progress tracking.
- o *Cost:* \$10,000 annually.
- o **Total for 3 years:** \$30,000

2. Curriculum Development Resources

- o *Rationale:* Materials and resources needed to create engaging MyCAP activities, including career exploration resources, print materials, and lesson guides.
- o *Cost:* \$5,000 annually.
- o **Total for 3 years:** \$15,000

4. Student Experiences and Engagement

1. Career Exploration Events and Workshops

- o *Rationale:* Hosting guest speakers, workshops, and career fairs to expand students' understanding of postsecondary opportunities.
- o *Cost:* \$5,000 annually.
- o **Total for 3 years:** \$15,000

2. College and Career Planning Resources

- o *Rationale:* Providing resources such as college guides, application tools, and career planning materials to support students' postsecondary planning.

- o Cost: \$3,000 annually.
- o **Total for 3 years:** \$9,000

5. Administrative and Miscellaneous Costs

1. Program Evaluation and Monitoring

- o *Rationale:* Ongoing evaluation of MyCAP implementation to identify areas for improvement and ensure alignment with program goals.
- o Cost: \$2,000 annually.
- o **Total for 3 years:** \$6,000

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

Instruction Leadership, Classroom & Specialist Teachers, Professional Development (+2 others)

Clear

Search...

Select All/ Deselect All

☐ Administration

☒ **Instruction Leadership**

☒ **Classroom & Specialist Teachers**

☐ Other Teaching Services

☒ **Professional Development**

☒ **Instructional Materials, Equip., and Tech.**

☒ **Guidance and Psychological**

☐ Pupil Services

☐ Operations and Maintenance

☐ Employee Benefits/Fixed Charges

☐ SPED Tuition

☐ Other

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

MyCAP Completion Rates: Percentage of students who have a completed and regularly updated MyCAP portfolio, disaggregated by subgroup (e.g., students with disabilities, low-income students)

Advisory Session Attendance: Frequency and consistency of student participation in MyCAP-related advisory or counseling sessions.

Platform Engagement Data: Usage statistics from career planning tools (e.g., logins, completed assessments, goal-setting activities) by student group.

Student Goal Alignment: Percentage of students whose academic course selections align with identified career or postsecondary goals, based on MyCAP data.

We will make all attempts to collect data in a method which will allow us to disaggregate it to monitor progress of our target sub-groups.

Student Goals: 98% of students will complete a 4-year academic plan, and FAFSA Completion Rates will reach 90%

☒ ☐ 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