

To:	AMSA Board of Trustees
From:	Dr. Lisa C. Mobley
Re:	Update for Board Meeting—Professional Development related to our SOA plan
Date	2-26-26

AMSA SOA Plan at a Glance (2025–2026)

Purpose: Because AMSA receives Student Opportunity Act (SOA) funding embedded in per-pupil tuition, AMSA is required to maintain an SOA plan aligned to DESE expectations, including allowable investments such as professional development.

1) Primary Outcomes We Are Targeting

- Reduce persistent achievement gaps for identified student subgroups
- Strengthen academic supports for students with the greatest needs
- Improve literacy outcomes through evidence-based intervention
- Increase student readiness for post-secondary education, training, and careers
- Build staff capacity to use data and continuous improvement cycles to solve high-leverage problems of practice

Goal A: Launch a Tier 3 Academic Support Class

Strategy/Work:

Establish a Tier 3 academic support class designed for students needing the most intensive academic intervention (skill gaps, frequent course struggles, and/or repeated low performance indicators).

Goal B: Restructure Reading Intervention to Be Evidence-Based

Strategy/Work:

Shift reading intervention to a clearly defined evidence-based approach (consistent structure, progress monitoring, and fidelity checks).

Goal C: Staff PD on Continuous Improvement Science

Strategy/Work:

Provide professional development so staff can use improvement cycles to identify, test, and refine solutions to problems of practice connected to student outcomes.

Goal D: Authentic Post-Secondary Planning

Strategy/Work:

Strengthen student planning experiences that are meaningful and actionable (academic planning, career exploration, and post-secondary pathways).

Goal E: Targeted Support for Lowest Performing Subgroups

Strategy/Work:

Identify lowest-performing subgroups using disaggregated internal and state data; implement targeted supports that address barriers and accelerate growth.

2025–2026 Implementation Status Snapshot

What we did to build capacity:

- Trained department chairs
- Added three Lower School grade-level leader roles and included them in training

What we learned:

Staff needed more support than anticipated; internal facilitation capacity was not sufficient across all teams.

What we are changing now:

For the final full-day PD session, we are restructuring based on staff feedback to reduce the trainer's repeated circulation across 10 groups and increase sustained coaching/support with fewer transitions.

Board Oversight: What Trustees Should Expect to See

- Evidence the SOA plan is guiding decisions and professional learning
- Periodic updates on the measures above (including disaggregated subgroup outcomes)
- Clear documentation of implementation adjustments based on results and staff feedback
- A year-end summary of progress, lessons learned, and recommended refinements for 2026–2027