

## Section 1: Summarize your district's plan

### Ipswich (0144) 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.

Ipswich Public Schools is committed to developing and growing Evidence-Based Programs to close the gap between all students and students from low income populations, as shown in our grade 3, 5, 8 and 10 math and ELA MCAS scores. Data review shows that there is a substantial difference between all student and low income students' math and ELA MCAS scores in grades 3 and 5. The gap then closes in almost completely in grade 8, and opens up again in grade 10. Our district will use multiple Evidence-Based Programs to address these disparities in learning experiences and outcomes for students from lower income populations. These Evidence-Based Programs include the following:

1. Implementing a **new, knowledge-based ELA curriculum** in elementary grades. Supports will include professional development for teachers and administrators, bringing in a literacy coach, and developing Literacy Leads in each grade level to collaborate in the roll-out process.
2. Bringing in **after-school tutoring support for middle school students** needing extra help in ELA and math.
3. Developing and piloting a **high-interest ELA elective for high school students** showing the need for additional support in ELA.

These Evidence-Based Programs will include a focus on the achievement of students from low income populations. Growth and Evidence-Based Program impact will be assessed over a three-year study of the ELA and math MCAS scores of all students as compared to students from low income populations. The total investments for FY25, FY26, and FY27 are as follows: **\$614,474.00** for the elementary ELA curriculum roll-out and support, and **\$182,527** for secondary interventions and support. The total investment will be **\$797,001.00**.



## 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?

The most significant disparities in student learning experiences and outcomes for Ipswich Public Schools are with our low-income populations. This is consistent through grades 3, 6, 8, and 10 as shown through ELA and Math MCAS data. Ipswich Public Schools has a low income enrollment of 314 students (19.6%). For this Student Opportunity Act report, we will be focusing on addressing the disparity between ELA and Math MCAS scores of our low-income population and all students.

In 2023 in the third grade, the difference between ELA MCAS scores for all students and low income students widened. The Meeting/Exceeding difference for all students as compared to low income students for ELA grew from 4 in 2022 to 34 in 2023.

There is a similar pattern in third grade Math MCAS scores, with a difference between all students and low-income students of 14 in 2022 and 32 in 2024.

In 2023 in the sixth grade, this trend continued. The Meeting/Exceeding difference between all students versus low income students in ELA grew from 22 in 2022 to 36 in 2023. For Math, the difference is 22 in 2022 and 33 in 2023.

In the eighth grade, the Meeting/Exceeding difference in ELA MCAS for all students as compared to low income students declined -- from 27 in 2022 to 20 in 2023. Although the difference between all students and the low-income subgroup declined, the difference is still notable. There was also less of a difference in

the eighth grade Math MCAS scores: 25 in 2022 as compared to 26 in 2023.

Gains made in lessening the gap in middle school do not carry over into the high school MCAS scores. The 2022 tenth grade ELA MCAS shows a difference of 29 in 2022 and **46** in 2023. The 2022 tenth grade Math scores show a difference of 29 in 2022 and **44** in 2023. As such, the data shows that while the gap between all students and the low income subgroup lessens in the eighth grade, it again widens in the tenth.

**\* 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?**

Deeper analysis and triangulation of multiple data sources suggests multiple ways to best address these disparities with students. Our own data shows that a percentage of our English Language Learners are low income. As such, our low income student data includes most of our growing population of English Language Learners. As a result, data triangulation shows that one way to lessen the gap between all students and low income students' MCAS scores is to better support our English Language Learners.

More analysis shows that a percentage of our low income students are students of color. Data from 2022 and 2023 MCAS supports the finding that students of color who are low income are not scoring proportionately as in comparison to all students. As result, the district will continue to support teachers in cultural competency, and to strength our diversity, equity, and inclusion work across Ipswich Public Schools.

Another consideration shown through triangulation of the data is the difference in the chronic absenteeism rate between all students and low income students. Take the tenth grade chronic absenteeism data, for example. While 20.4% of low income students were chronically absent in 2022, only 10.7% of all students were absent in grade 10 in 2022. This was a difference of 9.7%. This trend lessened only slightly in 2023 for tenth graders. In 2023, 16.9% of low income tenth grade students as compared to 7.6% of all tenth grade students were chronically absent, for a difference of 9.3% -- only a 0.4% change.

Taken together, this analysis suggests that supporting our English Language Learners and students of color who are low income students while also continuing to address the high chronic absenteeism rate of all our lower income students would be helpful.

**\* 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, Low-income, African American/Black, Hispanic or Latino (+ 1 other)

Clear

Search...

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

☒ English learners

☐ Students with disabilities

☒ Low-income

☒ African American/Black

☐ American Indian or Alaskan Native

<input type="checkbox"/> Asian
<input checked="" type="checkbox"/> <b>Hispanic or Latino</b>
<input checked="" type="checkbox"/> <b>Multi-Race, non-Hispanic or Latino</b>
<input type="checkbox"/> Native Hawaiian or Pacific Islander
<input type="checkbox"/> 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.**

Ipswich Public Schools will adopt the three-year improvement targets set by DESE for the "Lowest Performing Student" groups in ELA and math.

## 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.**

Meaningfully and regularly connecting with parents, families/caregivers is a goal of Ipswich Public Schools. It is include in our Strategy for District Improvement as well as in our School Improvement Plans.

Key engagement initiatives include:

- Family nights at our elementary schools, including those centered on math as well as the arts.
- Parent-teacher conferences at both our elementary schools, as well as special events such as the "Kindergarten SCOOT" event where families and children are welcomed in order to learn more about kindergarten.
- Curriculum night in our two elementary schools as well as the middle and high school. In recent years, we have coordinated with our Multilingual Learner teachers in order to have high school students serve as translators for parents/caregivers who speak languages other than English.
- Supporting a Multilingual Learner Club at the high school. Here, students collaborate with teachers to present events that welcome families, parents, and caregivers. These events are widely attended and feature our multilingual learners sharing their writing, artwork, and experiences to a supportive audience of educators and families.
- District-wide STEAM (Science, Technology, Engineering, Arts, and Math) Showcase, where PreK-12 teachers and their students present alongside community businesses and members. Students and their families attend the event to learn more about STEAM, with a goal of increasing participation in STEAM initiatives and pathways all across Ipswich Public Schools.

**\* 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.**

Ipswich Public Schools plans to measure increased family engagement with parents/caregivers of students in targeted groups in our district over the next three years. This will be done in multiple ways, including gathering data about participation and demographics of parent/caregiver groups such as:

- **School Councils.** School Councils are important avenues for parents/caregivers to give input to principals for the School Improvement Plans, as well as school-based initiatives and community-building. For example, School Councils review drafts of School Improvement Plans and give specific feedback, especially to indicators in the plans that address parent/caregiver engagement.
- **"FRIES" (Friends of Ipswich Elementary Schools) groups.** These groups are organizations of elementary parents/caregivers who meet regularly to support programs, enrichment activities, school appreciation events, and sustainable practices in our elementary schools.

Over the next three years, we will encourage parents/caregivers of low-income students to participate in organizations such as these. We will keep data about the involvement of parents/caregivers of low-income students, and will work to provide support to parents/caregivers of low income students so that more are able to participate.

**\* 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.**

Different stakeholder groups were engaged in the development of our three-year SOA Plan. Specifically, we see a direct correlation between the data provided for the SOA and our already-existing Strategy for District Improvement and School Improvement Plans. We did much sharing and gathering of feedback with stakeholders as part of those two processes in the fall, including:


- Collaborative planning with district and building-based administrators.
- Sharing for feedback with teachers, Parent Councils, and the School Committee.

Additionally, the three-year plan of the SOA was shared with Parent Councils and the SEPAC for feedback this spring.

☒ **\* 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:**

03/21/2024 



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

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#### SECTION 5: SELECT EVIDENCE-BASED PROGRAMS TO ADDRESS DISPARITIES IN OUTCOMES




##### In this section, you will:

- **Review the Strategic Objectives table** (Please see Pages 10-13 of [SOA Plan Guidance Materials](#)).
- **Select one to three Focus Areas** your district will prioritize to improve student learning experiences and outcomes for student groups identified in your data analysis.
- **For each Focus Area, select one or more Evidence-Based Programs (EBPs)** from the DESE-provided EBPs list.
- **Answer additional questions about each EBP you select**, including questions about resource allocation and the metrics you will use to monitor implementation (these metrics will serve as leading indicators; districts will also measure progress each year through the lowest-performing student group target).

##### Select one or more EBPs from up to three of the ten Focus Areas.

- To select an EBP and reveal the associated questions, check the box alongside it.
- Complete the questions related to each of your selected EBPs (\* indicates a required question).
- The Commissioner's "priority EBP's" are noted with a plus sign (+).
- Be sure to allow this page to fully load before selecting EBPs.

#### FOCUS AREA 1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces

- ☐  EBP 1.1A Integrated Services for Student Wellbeing
- ☐  EBP 1.1B Enhanced Support for SEL and Mental Health
- ☐  EBP 1.1C Positive School Environments

#### FOCUS AREA 1.2 Implement a multi-tiered system of supports (MTSS) that helps all students progress both academically and in their social,

## emotional, and behavioral development

☐ EBP 1.2A Effective Student Support System

☒ EBP 1.2B Comprehensive Tiered Supports

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

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

Ipswich Public Schools is currently re-evaluating our MTSS/Tiered Systems of Support to better support all students, especially at the elementary level. This has included looking at our data review systems, and starting to develop a toolbox of intervention support for our classrooms. This year, elementary teachers engaged in year-long professional development on early literacy with Keys to Literacy, with an emphasis on the Science of Reading and brain-based interventions. A team of teacher leaders and administrators also recently wrapped up a two-year process of curriculum review in ELA, which concluded with the team making a recommendation for a new elementary ELA curriculum that would be rolled out in fall. We hope to bring in an elementary literacy coach to support the process. Math coaches were implemental in supporting new elementary math curriculum a few years ago, and we hope to bring this support to ELA curriculum and coursework as well. Taken together, this shows some of the work IPS has already done in beginning to build our comprehensive tiered supports. This EBP will improve learning experiences and outcomes for our low income students in that data shows many of our low income students need additional support in ELA and math.

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

Our comprehensive tiered supports will most impact our elementary schools.

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

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

- New ELA curriculum for two elementary schools: \$90,000 per school = \$180,000, FY25 only
- Elementary ELA Literacy Coach (salary plus health insurance and retirement): \$419,474, FY25 + FY26 + FY27
- Foundations materials and resources: \$15,000, FY25 + FY26 + FY27

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

Classroom & Specialist Teachers, Professional Development (+1 other)

Clear

Search...

Select All/ Deselect All

☐ Administration

☐ Instruction Leadership

☒ **Classroom & Specialist Teachers**

☐ Other Teaching Services

☒ **Professional Development**

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

☐ Guidance and Psychological

☐ Pupil Services

☐ Operations and Maintenance

☐ Employee Benefits/Fixed Charges

☐ SPED Tuition

☐ Other

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

IPS will use ELA and Math MCAS scores as well as local benchmarking to monitor progress in this EBP.

**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

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

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

We are in the second year of reviewing our ELA curriculum. At the elementary level, we have a team of teachers and administrators working together to review our current curriculum, review CURATE for curriculum options, develop our own local criteria for high-quality curriculum and use this to vet the CURATE-highly recommended ELA curriculum, review curriculum and observe it being taught in multiple districts. As a result of this thoughtful curriculum review, the teachers on the review team made the recommendation for us to bring in Wit and Wisdom in fall 2024. We are currently in the process of planning that roll out and professional development, which will begin in April of this school year. We are writing a grant to bring in a literacy coach, will establish Literary Leads in each school/grade band, and will devote the 2024-2025 to the roll-out of our new knowledge-based curriculum. As a result, elementary students will benefit from a high-quality, Science of Reading-based curriculum. We will be able to use elementary ELA scores to evaluate the effectiveness of this roll-out and curriculum, with an eye to the scores of low-income versus all students for this SOA.

At the secondary level, we are working on a School Improvement Goal of reviewing all ELA curriculum for representing diverse voices. Currently, teachers are being given time to develop a comprehensive list of all currently-taught texts and themes. Next, we will vet and then develop a rubric for reviewing the materials for cultural competency.

Also at the secondary level, we are bringing in a new ELA elective course in the 2024-2025 that will be targeted towards students needing support on ELA MCAS. This course will use high-quality curriculum and will be text rich. We will be able to use high school ELA scores in order to assess the efficacy of the course, especially in closing the gap between the ELA MCAS scores of low income and all students.

As for Math, we have implemented a high-quality Math curriculum (Illustrative Mathematics) in grades K-8. At these levels, we will continue to support teachers in professional learning for Illustrative Math, especially as needed to support students with disabilities. We are also in the process of reviewing our Algebra curriculum in the 8th and 9th graders, with an eye to alignment and the 8th-to-9th grade transition. We have also integrated a Math course for our EL students, which is showing a great increase in their Math MCAS scores.

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

Our two elementary schools as well as the middle and high school will be impacted by these efforts.

\$  **\* 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.**

- Stipends for elementary Literacy Leads, one per school per grade level = \$51,694, FY25 + FY26 + FY27
- Salary percentage for teacher for math courses for multilingual learners = \$76,000 (includes on middle school and one high school course), FY25 + FY26 + FY27

- Cost of MS paraeducators leading after-school support for students = \$9833 (hourly wage for four paraeducators for 30 weeks), FY25 + FY26 + FY27
- Salary percentage for ELA teacher leading one elective MCAS support class = \$45,000, FY25 + FY26 + FY27

**\* 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?**


IPS will use ELA and Math MCAS scores as well as local benchmarking to monitor progress in this EBP.


☒ ☐ EBP 2.1C Comprehensive Approach to Early Literacy+


☒ ☐ EBP 2.1D Early Literacy Screening and Support+

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

☒ ☐ EBP 2.2A Effective Use of WIDA Framework

 ☐ EBP 2.2B High Leverage Practices for Students with Disabilities

 ☐ EBP 2.2C Collaborative Teaching Models

 ☐ EBP 2.2D Targeted Academic Support and Acceleration+


**FOCUS AREA 2.3 Reimagine the high school experience so that all students are engaged and prepared for post-secondary success**

 ☐ EBP 2.3A Authentic Postsecondary Planning

 ☐ EBP 2.3B High-Quality Pathways and Programs+

**FOCUS AREA 2.4 Develop a coherent and holistic range of programming that is responsive to the needs and interests of diverse learners**


 ☐ EBP 2.4A Expanded Access to Pre-Kindergarten+

 ☐ EBP 2.4B Extended Learning Time


 ☐ EBP 2.4C Effective Programming for Multilingual Learners

 ☐ EBP 2.4D Diverse Enrichment Opportunities

**FOCUS AREA 3.1 Develop an increased and robust pipeline of diverse and well-prepared educators and leaders**


 ☐ EBP 3.1A Intentional Hiring Systems

 ☐ EBP 3.1B Enhanced Pathways to Increase Diversity+

 ☐ EBP 3.1C Educator Preparation Partnerships

**FOCUS AREA 3.2 Create the conditions to sustain and retain diverse and effective staff, particularly those who entered the field through alternative pathways**


 ☐ EBP 3.2A Inclusive School Communities


 ☐ EBP 3.2B Retention Support Programs

 ☐ EBP 3.2C Pathways for Professional Growth and Leadership

**FOCUS AREA 3.3 Implement opportunities for all staff to engage in a cycle of continuous improvement, utilizing effective teaming structures**

 ☐ EBP 3.3A Resource Allocation Aligned to Student Success

 ☐ EBP 3.3B Support for Effective Team Practices

 ☐ EBP 3.3C Collaborative Labor-Management Partnerships