MARBLEHEAD COMMUNITY CHARTER PUBLIC SCHOOL
Student Opportunity Act Plan

2024-2027

Marblehead Community Charter Public School
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Date Approved by Board of Trustees:
Date report submitted: 7/31/2024

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Section 1: MCCPS 3-year Student Opportunity Act (SOA) Plan

Located on Boston's North Shore, Marblehead Community Charter Public School (MCCPS) is proud to be the first charter school to open its doors in Massachusetts. As a small and dedicated educational community, we are committed to providing a personalized and enriching learning experience for our diverse student body. Our three-year Student Opportunity Act (SOA) plan focuses on accelerating improvement for our most vulnerable student groups, including English language learners, Black/African American students, Hispanic/Latino students, and students with disabilities. By targeting these groups, we aim to close the achievement gaps and ensure equitable learning opportunities for all our students.

To address disparities in learning experiences and outcomes, MCCPS will implement a range of Evidence-Based Programs (EBPs) that have demonstrated success in similar contexts. These programs include curriculum delivery using High Quality Instructional Materials, extended time on learning, and partnerships with Educator Preparation programs. This will include intensive math and literacy interventions, differentiated instruction models, and expanded access to high-quality professional development for educators. Our investments will prioritize enhancing instructional practices, collaboration and training of fellows from local colleges and universities, and further development of the skills and talents of existing staff. Through these initiatives, MCCPS anticipates substantial improvements in student achievement, engagement, and overall school culture, ensuring that every student has the support and resources needed to succeed academically and beyond.

Section 2: Data Analysis and Targeted Support: Identifying Student Groups for Focused Intervention

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?

MCAS Achievement and Student Growth Percentiles (SGP)
Our analysis of the MCAS data highlighted considerable gaps in proficiency and student growth percentiles (SGP) for English Language Arts (ELA) and Mathematics, particularly among Black and Hispanic students, multilingual learners, and students with disabilities.

English Language Arts (ELA) Proficiency and Growth:
- School Average:
    - Proficiency Rate: 51%
    - SGP: 51%
- African American/Black Students:
    - Proficiency Rate: 23% (28% below the school average of 51%)
    - SGP: [not reported in data]
- Hispanic Students:
    - Proficiency Rate: 33% (18% below school average; 24% below white students)
    - SGP: 44% (below both school average and white students)
-English Learners and former EL:
    - Proficiency Rate: 25% (26% below school average; 32% below white students)
    - SGP: 50% (1% below school average; 3% below white students)
-Students with Disabilities:
    - Proficiency Rate: 32% (19% below school average; 25% below white students)

- SGP: 54%
- White Students:
    - Proficiency Rate: 57% (6% above the school average)
    - SGP: 53% (the highest among all groups except students with disabilities)

Mathematics Proficiency and Growth:
- School Average:
    - Proficiency Rate: 35%
    - SGP: 42%
- African American/Black Students:
    - Proficiency Rate: 8% (27% below the school average; 36% below white students)
    - SGP: [not reported in data]
- Hispanic Students:
    - Proficiency Rate: 7% (28% below the school average; 37% below white students)
    - SGP: 34% (lowest of all reported groups)
- English Learners and former EL:
    - Proficiency Rate: 18% (17% below school average; 26% below white students)
    - SGP: 44% (2% above school average; same as white students)
-Students with Disabilities:
    - Proficiency Rate: 19% (16% below school average; 25% below white students)
    - SGP: 45% (3% above school average; highest of all groups)
- White Students:
    - Proficiency Rate: 44% (9% above the school average and highest of all groups)
    - SGP: 44% (2% above school average, but not highest of all groups)

These disparities highlight the need to address the academic challenges faced by our Black and Hispanic students, as well as our multilingual learners and students with disabilities, particularly in Math, where proficiency and growth rates are critically low.

i-Ready and Local Assessment Insights
i-Ready Data consistently showed lower performance levels for Black and Hispanic students, students with disabilities, and multilingual learners. These students often performed below grade level in both ELA and Math, reinforcing the trends observed in MCAS data.

Local Assessments: These findings were echoed, indicating that these groups frequently struggled to meet expected benchmarks in core academic areas.

Discussion With Teachers
In a recent interview with teachers, several key reasons emerged for why students with disabilities and multilingual learners (MLs) are struggling in math. Teachers highlighted significant challenges in recruiting and retaining qualified math teachers, which impacts the quality and consistency of math instruction. Additionally, the implementation of new curriculum programming has presented difficulties, as it requires time for teachers to adapt and effectively integrate new methods and materials. Another critical issue is that many students are entering 4th grade already behind on foundational skills such as number sense and math facts. This gap in early math skills makes it challenging for students to grasp more complex concepts as they progress. Teachers also noted that students with disabilities often need more individualized support, which can be hard to provide consistently, and MLs face language barriers that further complicate their understanding and mastery of math content. These combined factors contribute to the struggles these students face in achieving proficiency in mathematics.

What does your deeper analysis (including the triangulation of multiple types of data) suggest are the best ways to address these disparities across student groups?

Our deeper analysis, which triangulates MCAS data, i-Ready assessments, local evaluations, behavioral data, and student surveys, suggests that the best ways to address disparities involve a multifaceted approach. Key strategies include selecting and skillfully implementing high-quality and engaging instructional materials that support culturally and linguistically sustaining practices while fostering deeper learning. Additionally, increasing student time on learning by extending Math and English Language Arts classes by 15 minutes per day for a total increase of 2.5 hours per week and incorporating time for targeted intervention during the school day 3 times per week will ensure that all students, particularly students of color, students with disabilities and multilingual learners (MLs), have equitable access to deeper learning opportunities. Moreover, developing a robust pipeline of diverse and well-prepared educators is essential. This can be achieved through intentional hiring systems and strong educator preparation partnerships, ensuring that students benefit from diverse role models and high-quality instruction tailored to their needs.

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?

- English Learners
- Students with disabilities
- African American/Black
- Hispanic or Latino

Section 3: Establishing Bold Three-Year Goals for Enhancing Student Achievement

Confirm that your district will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

MCCPS will use DESE's three-year targets for increasing performance for the "Lowest Performing Students" group in ELA and math.

Section 4: Fostering Engagement with Families, Caregivers, and Key Stakeholders

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.

Our district employs a variety of approaches to regularly engage with families and caregivers, ensuring meaningful communication and collaboration. Key strategies include:

- Weekly Updates: The head of school and grade level teams provide weekly updates to keep families informed about school activities, academic progress, and important events.
- Monthly SEPAC Meetings: We hold monthly Special Education Parent Advisory Council (SEPAC) meetings to address the concerns and needs of families with students receiving special education services.

- Annual Town Halls: These town halls serve as a platform for families to engage in open dialogue with school administrators, providing feedback and discussing school policies and initiatives.
- Open Meetings with Leadership Team: We offer open meetings with the leadership team both in the evening and morning, ensuring accessibility for all families regardless of their schedules.

To specifically target the families and caregivers of student groups we aim to accelerate improvement for, we are taking additional steps:

1. Virtual Family Engagement Events: We will add virtual events to make it easier for families to participate, especially those who may have difficulty attending in-person meetings.

2. Family Engagement in Curriculum Decisions: We will actively engage families in curriculum decisions, allowing them to provide input and feedback to better support their children's learning needs.

3. Creating an ELPAC: Establishing an English Learner Parent Advisory Council (ELPAC) will help us better connect with and support the families of multilingual learners.

4. Cultural Celebrations: Hosting more cultural celebrations will foster a sense of community and inclusivity, highlighting the diverse backgrounds of our student body and their families.

These approaches are designed to create a supportive and collaborative environment, ensuring that all families feel valued and empowered to contribute to their children's educational success.

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?

Over the next three years, we plan to measure increased family engagement with parents and caregivers of students in targeted groups through a combination of qualitative and quantitative methods. Our approach will ensure that we capture the effectiveness of our engagement strategies and make data-driven improvements. Here is our plan:

- Surveys and Feedback Forms
  - Annual Parent/Caregiver Surveys: Conduct comprehensive surveys to assess satisfaction, participation rates, and perceived effectiveness of engagement activities.
  - Post-Event Feedback Forms: Collect feedback after each event (e.g., town halls, SEPAC meetings, cultural celebrations) to understand what worked well and areas for improvement.
- Participation Tracking:
  - Attendance Records: Keep detailed records of attendance at all family engagement events, disaggregated by demographic groups (e.g., students with disabilities, multilingual learners).
  - Virtual Event Analytics: Use digital tools to track participation in virtual events, including the number of attendees and engagement levels during the sessions.
- Focus Groups and Interviews:
  - Parent/Caregiver Focus Groups: Hold regular focus groups with diverse family representatives to gather in-depth insights into their experiences and needs.

- - - Individual Interviews: Conduct interviews with parents/caregivers from targeted groups to understand their perspectives and suggestions for improving engagement.
- Engagement Activities:
  - Increased Participation Rates: Monitor and aim to increase participation rates in SEPAC and ELPAC meetings, cultural celebrations, and curriculum decision-making processes.
  - Volunteer Involvement: Track the number of family volunteers and their involvement in school activities and decision-making bodies.

- Communication Metrics:
  - Newsletter and Update Engagement: Adopt a new platform for our newsletter that will allow us to measure the open and click-through rates of weekly updates and newsletters sent by the head of school and grade level teams, as well as serve as platform for two way communication
  - Social Media Interaction: Monitor engagement on social media platforms, including comments, shares, and likes on posts related to family engagement activities.

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?

In the development of our school's School Opportunity Act plan, the school's leadership team conducted outreach to parents, teachers, students, and community members to gather their perspectives and insights.

To engage parents, we hosted a town hall meeting where parents voiced their concerns and suggestions for improving educational outcomes for their children. We also conducted feedback surveys on areas of improvement.

Teachers played a critical role in shaping our plan by providing insights on effective teaching strategies, classroom resources, and professional development opportunities. We also engaged students directly by creating student advisory groups to ensure their voices were heard in the decision-making process.

Community members were included in our planning process through meetings and collaboration with local organizations. Their input helped us develop a holistic approach to closing the achievement gaps and creating a more inclusive and supportive learning environment for all students.

To integrate the perspectives of these stakeholder groups into our three-year plan, we analyzed the feedback gathered and identified common themes and priorities. We then worked collaboratively to develop goals, strategies, and action steps that reflected the collective input of all stakeholders.

In order to continue engaging stakeholders throughout the implementation of our plan, we will establish regular two-way communication channels, such as newsletters, meetings, and feedback surveys. We will also form implementation teams that include representatives from each stakeholder group to ensure ongoing collaboration and accountability.

By actively involving parents, teachers, students and community members in the development and implementation of our three-year School Opportunity Act plan, we are confident that we can make purposeful

progress in closing the achievement gaps and creating a more equitable and inclusive educational experience for all students.

☐ 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.

Confirm that your school committee (board of trustees) voted to approve this plan and provide the date of the vote.	
☐ * By checking this box, I confirm that my district's school committee (board of trustees) voted to approve the Student Opportunity Act Plan.	* Date of school committee (board of trustees) vote:

Sections 5: Choosing Evidence-Based Programs to Address Outcome Disparities

Which EBPs will your district implement within this Focus Area?
- EBP 2.1B Supporting Curriculum Implementation
- EBP 2.4B Extended Learning Time
- EBP 3.1C Educator Preparation Partnerships

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.*

Current Status:

Marblehead Community Charter Public School (MCCPS) has initiated several evidence-based practices (EBPs) aimed at enhancing curriculum implementation and teacher professional development. As of now, MCCPS uses the following curriculum programs at some grade levels, but not all:

- **Illustrative Math** for mathematics instruction.
- **Wonders** for English Language Arts (ELA).
- **Desmos** as an interactive tool for math instruction.

To support the implementation of these curricula, MCCPS has engaged teachers in targeted professional development (PD) sessions led by Department Heads. These PD sessions have been designed to align directly with the curriculum, ensuring that teachers are well-equipped to deliver the content effectively. Additionally, MCCPS has started to establish a process for monitoring the effectiveness of curriculum implementation through regular assessments and teacher feedback mechanisms, including data review sessions.

Anticipated Status by June 2027:

By the conclusion of the plan's implementation in June 2027, MCCPS anticipates the following developments:

- **Expanded Professional Development Programs:** MCCPS will have a comprehensive PD program in place, including ongoing workshops, coaching sessions, and collaborative planning time focused specifically on Illustrative Math, Wonders, and Desmos. Departments will work to align curriculum vertically across grade levels. These programs will be designed to deepen teachers' understanding and instructional skills related to these curricula.
- **Dedicated Staff:** The district plans to hire additional curriculum specialists to provide continuous support to teachers. These staff members will offer expertise in math and ELA, helping to troubleshoot challenges and optimize instructional practices. We will establish a role for a Director of Teacher Support and Training to ensure smooth onboarding of new staff and successful program implementation.
- **Monitoring and Evaluation Processes:** A robust system for monitoring curriculum implementation will be fully operational. This system will include regular classroom observations, student performance data analysis, and teacher feedback to ensure that the curricula are being implemented effectively and are meeting student needs.

Impact on Student Learning Experiences and Outcomes:

The implementation of these EBPs will significantly improve learning experiences and outcomes for the student groups identified in Section 2, including Black and Hispanic students, multilingual learners, and students with disabilities. Specifically:

- **Enhanced Instructional Quality:** Teachers will be better prepared to deliver high-quality, engaging lessons aligned with the new curricula, leading to improved comprehension and retention for all students.
- **Targeted Support:** The additional content specialists will provide tailored support to teachers, enabling them to address the diverse needs of their students more effectively. For example, coaches can help adapt instructional strategies to support multilingual learners and students with disabilities.
- **Culturally and Linguistically Sustaining Practices:** PD will include training on culturally and linguistically sustaining practices, helping teachers create more inclusive and responsive classroom environments. This will be particularly beneficial for multilingual learners and students from diverse cultural backgrounds.

- **MTSS Process:** The Multi-Tiered System of Supports (MTSS) will be employed to implement academic supports and interventions, ensuring equitable access to learning opportunities. This system will be especially critical for students with disabilities, who may require more individualized support.
- **Pipeline of Diverse Educators:** Efforts to develop a pipeline of diverse and well-prepared educators will ensure that students benefit from high-quality instruction and diverse role models, addressing disparities in educational outcomes.

These strategies aim to address the academic challenges faced by the identified student groups, leading to more equitable learning experiences and improved outcomes in both ELA and Math. For instance:

- **Black and Hispanic Students:** Targeted PD and coaching will help teachers implement strategies that engage and support these students, addressing gaps in proficiency and growth.
- **Multilingual Learners:** Culturally responsive teaching practices and language support will be integrated into the curriculum, aiding in overcoming language barriers and improving comprehension.
- **Students with Disabilities:** Enhanced support structures, including individualized interventions and consistent monitoring, will ensure that these students receive the necessary assistance to succeed academically.

By focusing on these areas, MCCPS will create a more supportive and effective learning environment that is responsive to the needs of all students, particularly those requiring additional assistance.

Which schools will be impacted by these efforts?
MCCPS, district-wide.

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

FY25- $1,408,556
FY26- $1,478,983
FY27- $1,552,933

Cumulative: $4,440,472

Describe the anticipated allocation of funds to this EBP in more detail.
- Professional Development
  - Curriculum Specific (Illustrative Math, Desmos, Wonders)
  - Culturally Responsive Teaching
  - Special Education
- Specialist Teachers Salary
  - Math Interventionist
  - Literacy Interventionist
- Curriculum Cost
  - Illustrative Math
  - Desmos

        o   Wonders

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?
- Classroom & Specialist Teachers
- Professional Development
- Instructional Materials, Equip., and Tech.

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

Metrics for Monitoring Progress on Evidence-Based Practices (EBP) at MCCPS:

To monitor progress on the implementation and effectiveness of the Evidence-Based Practices (EBP) related to supporting curriculum implementation, Marblehead Community Charter Public School (MCCPS) will use a combination of qualitative and quantitative metrics. These metrics will provide a comprehensive view of both teacher implementation and student outcomes.

1. **Student Achievement and Growth:**
   - **MCAS Proficiency Rates:** Track changes in proficiency rates for English Language Arts (ELA) and Mathematics among all students, with a focus on Black and Hispanic students, multilingual learners, and students with disabilities.
   - **MCAS Student Growth Percentiles (SGP):** Monitor growth percentiles in ELA and Math to ensure that all student groups are making adequate progress compared to their peers.
   - **i-Ready Assessment Scores:** Regularly assess students' performance levels using i-Ready data, paying particular attention to performance changes for the identified student groups.
2. **Curriculum Implementation Fidelity:**
   - **Classroom Observations:** Conduct regular classroom observations using standardized rubrics to assess the fidelity of Illustrative Math, Wonders, and Desmos curriculum implementation. This will help ensure that teachers are following the curriculum and using the instructional strategies learned during PD sessions.
   - **Teacher Self-Assessment Surveys:** Administer surveys to gather teachers' self-assessments of their curriculum implementation and instructional practices. This can provide insights into areas where teachers feel confident and areas where they need additional support.
3. **Professional Development Effectiveness:**
   - **PD Attendance and Participation:** Track attendance and participation rates in PD sessions to ensure that all relevant teachers are engaged in ongoing professional learning.
   - **PD Feedback Surveys:** Collect feedback from teachers after each PD session to evaluate the relevance, quality, and impact of the training. This feedback will help refine future PD offerings.
4. **Student Engagement and Well-Being:**
   - **Student Surveys:** Conduct surveys to measure student engagement, particularly in Math and ELA classes. Questions can focus on students' interest in the subjects, their confidence in their abilities, and their perceptions of the support they receive from teachers.
   - **Behavioral Data:** Analyze behavioral data, sourced from Unified Classroom, teacher reports, and related school staff, such as attendance, participation in class/work avoidance, and disciplinary

incidents, to identify any correlations with the new curriculum implementation based on overall school population as well as specific identified subgroups.

5. **Intervention and Support Effectiveness:**
   - ○ **MTSS Progress Monitoring:** Use the Multi-Tiered System of Supports (MTSS) framework to monitor the progress of students receiving additional academic interventions. This includes tracking students' progress through different tiers of support and adjusting interventions as needed.
   - ○ **Individualized Education Program (IEP) Goals:** For students with disabilities, regularly review progress towards IEP goals related to ELA and Math to ensure that the supports and interventions in place are effective.

6. **Educator Diversity and Preparation:**
   - ○ **Hiring and Retention Rates:** Monitor the hiring and retention rates of diverse educators and staff to ensure progress towards developing a robust pipeline of well-prepared educators.
   - ○ **Teacher Preparation Program Partnerships:** Track the number and effectiveness of partnerships with teacher preparation programs aimed at increasing the diversity and quality of educators.

These metrics will be reported annually to the Department of Elementary and Secondary Education (DESE) to demonstrate progress and identify areas for continuous improvement. By using a multifaceted approach to monitoring, MCCPS will ensure that the implementation of EBPs is effective and that all students, particularly those from identified groups, receive the support they need to succeed academically.

EBP 2.4B Extended Learning Time

- *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.*

Current Status:

Marblehead Community Charter Public School (MCCPS) has implemented several initiatives to expand and enhance learning opportunities for students:

1. **Extended School Day:** Currently, MCCPS' school hours are 7:45 - 2:30 on Monday, Wednesday, and Friday, and 3:20 on Tuesday and Thursday.
2. **Extended Learning Blocks:** Current Program: MCCPS offers Learning Acceleration Blocks (LAB) once per week for 45 minutes. These sessions provide targeted academic support and acceleration for students needing additional assistance in English Language Arts (ELA) and Mathematics. Targeted Support: ELB sessions are customized to address specific learning needs, helping students close gaps in understanding and skills.

3. **Small Group Interventions:** Existing Programs: Grade-level teachers host "Office Hours" for small group interventions, providing additional support to students as needed.
4. **Summer Enrichment Programs:** Prior to 2020, MCCPS offered summer enrichment programs that combine academic instruction with enrichment activities to prevent summer learning loss and foster skill development in a supportive environment.
5. **Curricular Integration:** Illustrative Math, Wonders for ELA, and Desmos for Math: These curricula are used to enhance learning experiences, engaging students effectively and supporting deeper understanding to bridge achievement gaps.
6. **Daily Academic Schedule:** Daily Math and ELA: MCCPS dedicates 45 minutes each day to focused instruction in Math and ELA, ensuring consistent and regular learning opportunities in core subjects.
7. **Enrichment Activities:** MCCPS' Enrichment program operates twice weekly on Tuesdays and Thursdays from 2:30 to 3:15. Students participate in a diverse range of enriching activities, including courses on financial literacy, calligraphy, cooking, sports, drama, and various musical groups, among others. These opportunities expand students' interests and skills beyond the core curriculum.

Anticipated Status by June 2027:

By June 2027, MCCPS anticipates significant enhancements to its academic support and acceleration programs, focusing on extending learning opportunities and enriching the school day:

1. **Extended School Day**
   - MCCPS will shift school hours to be from 7:45 - 3:00 everyday for all students. This extends Monday, Wednesday, and Friday from 2:30 to 3pm.
2. **Expanded Learning Time Initiatives: Increased Learning Acceleration Blocks:**
   - Frequency and Duration Enhancement: LAB sessions will increase to three times per week for 30 minutes per session. Enhanced Curriculum Integration: LAB sessions will incorporate a wider array of instructional materials and strategies to effectively address diverse learning needs, supporting both additional support and accelerated students.
3. **Extended Time on Core Instruction:**
   - Extended Math and ELA Classes: Math and ELA instruction will be extended by an additional 15 minutes each day, totaling an extra 150 minutes per week. This adjustment aims to deepen core content mastery and provide additional time for targeted interventions and acceleration through small group meetings.
4. **Core Content Prioritization:**
   - Morning Scheduling for Math and ELA: Math and ELA classes will be scheduled in the morning to maximize student engagement and cognitive peak times.
5. **End-of-Day Advisory:**
   - New Advisory Period: A 10-minute Advisory period will be added at the end of the day, focusing on enhancing students' executive functioning skills to improve organization and academic success.
6. **Student Seminar Course:**
   - Introduction of Student Seminar: MCCPS will introduce a Student Seminar course twice weekly, focusing on tech literacy, graphics and media design, study skills, organization, portfolio development, and essential student skills. This course aims to equip students with foundational skills crucial for academic and personal success. Our goal is to have 2 teachers in each Student Seminar to aid in skill delivery.
7. **Expanded Enrichment Opportunities:**

- Increased School-Day Enrichment Programming: Enrichment opportunities will expand from two to at least four days per week. These sessions will move to the lunch block to provide structured recess times and enhance learning experiences for all students.
- Summer Enrichment Programming: MCCPS will aim to host at least 2 Summer Enrichment programs geared toward minimizing summer learning loss while also providing enriching, real-world experiences for students. We will prioritize our identified diverse learning groups for spots in these summer programs.

8. **Partnership for After-School Programming:**
   - Collaboration with YMCA: MCCPS will partner with the local YMCA to redesign after-school programming, integrating educational goals into fun and engaging activities. Highly-trained staff will support the educational, social, and emotional development of students in the community. MCCPS plans to subsidize a percentage of students in paid after-school care.

Impact on Learning Experiences and Outcomes:

These enhancements aim to create a robust learning environment at MCCPS, particularly benefiting diverse student populations. Small group instruction and interventions will play a crucial role in addressing academic challenges among English learners, students with disabilities, African American/Black, and Hispanic or Latino students.

1. **Extended Instructional Time:**
   - By increasing Math and ELA instructional time and implementing small group interventions, students from diverse backgrounds will receive targeted support tailored to their specific learning needs. This approach aims to deepen their understanding of core content, thereby improving content comprehension and retention rates.

2. **Optimized Scheduling:**
   - Prioritizing core content in the morning and introducing an end-of-day Advisory period is expected to enhance engagement and focus, particularly for students facing language barriers or disabilities. This structured approach is expected to lead to improved learning outcomes, particularly for those requiring additional support due to language barriers or disabilities.

3. **Skill Development:**
   - The addition of the Student Seminar course will not only strengthen academic skills but also focus on essential life skills such as organization and study techniques. This holistic approach aims to prepare students from diverse backgrounds for future academic challenges and opportunities, ensuring their overall development and success.

By implementing these strategies and monitoring their impact through ongoing assessment and feedback, MCCPS seeks to bridge achievement gaps and promote equitable academic outcomes for all students.

Which schools will be impacted by these efforts?
MCCPS, district-wide.

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.
FY25: $65,000
FY26: $68,250

FY27: $71,662.50
Cumulative: $204,912.50

Describe the anticipated allocation of funds to this EBP in more detail.
- Staff for Summer Enrichment Programming
  - Materials for Summer Enrichment Programs
- Hiring of Staff for Student Seminar course
  - Instructional Materials/Curriculum cost for
- Subsidization of After-School YMCA

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?
- Classroom & Specialist Teachers
- Instructional Materials, Equip., and Tech.

Metrics for Monitoring Progress on Evidence-Based Practices (EBP) at MCCPS:
What metrics will your district use to monitor progress on this EBP?

To effectively monitor progress on the Evidence-Based Practices (EBP) at MCCPS, the district can consider using the following metrics:
1. **Student Achievement Data:**
   - **Standardized Test Scores:** Track changes in Math and ELA scores over time to assess improvements resulting from extended instructional time and targeted interventions.
   - **Formative and Summative Assessments:** Use ongoing assessments aligned with curriculum standards to measure student progress in specific skills and content areas targeted by interventions.
2. **Attendance and Participation Rates:**
   - Monitor attendance and participation in Extended Learning Acceleration Blocks, Summer Enrichment Programs, and Student Seminar courses to ensure consistent engagement and identify participation disparities among student groups.
3. **Program Implementation Data:**
   - Measure fidelity of implementation for initiatives like Extended Learning Acceleration Blocks and Student Seminar courses through observation, checklists, or self-assessments.
   - Document adherence to schedule adjustments, such as extended Math and ELA classes and the new Advisory period, to ensure consistent implementation across classrooms.
4. **Student Engagement and Behavior Data:**
   - Assess changes in student engagement levels in core content classes following scheduling adjustments (morning Math and ELA classes).
   - Monitor disciplinary incidents or behavior referrals to determine improvements in student behavior and classroom climate due to enhanced support structures.
5. **Parent and Community Feedback:**
   - Solicit feedback from parents and community members through surveys or meetings to evaluate satisfaction with the effectiveness and impact of new programs and scheduling changes.
   - Track parental involvement in student support initiatives and summer programs to assess community engagement and support.
6. **Retention and Promotion Rates:**

       ○   Monitor retention and promotion rates across grade levels to assess whether targeted interventions and increased instructional time contribute to improved academic outcomes and student progression.

These metrics will provide MCCPS with comprehensive data to evaluate the effectiveness of their Evidence-Based Practices, make informed adjustments, and demonstrate progress in annual updates to DESE.

EBP 3.1C Educator Preparation Partnerships

- *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.*

Current Status:

Marblehead Community Charter Public School (MCCPS) has established relationships with educator preparation programs at Salem State University and at Endicott College. In the 23/24 school year, MCCPS was host to several pre-practicum students who came for observation hours and experiences within an inclusive, project-based driven school. MCCPS' Head of School and the Director of Teaching and Learning also attended a Career Fair at Endicott College to meet with potential fellows in their last years of their educator preparation program. Additionally, MCCPS has initiated a Fellowship Program in partnership with Salem State University. This program aims to establish a pathway of well-prepared educators who are diverse and culturally responsive. Beginning in the 24/25 school year, MCCPS will onboard four fellows from Salem State University. These fellows will engage in student teacher placements and receive mentorship from experienced educators at MCCPS. The program's goal is to provide these fellows with practical experience and professional development that aligns with MCCPS' educational standards and values.

Anticipated Status by June 2027:

By the conclusion of the plan's implementation in June 2027, MCCPS anticipates expanding its Fellowship Program to include more participants annually, ideally from additional colleges and universities in our surrounding area. The program will be structured to offer fellows comprehensive training in culturally responsive teaching practices, differentiated instruction, and inclusive education strategies. Professional development opportunities will be enhanced to support the ongoing growth of both fellows and existing staff in these areas.

To further bolster diversity and effectiveness within its workforce, MCCPS plans monitor the rollout of the newly created role of Coordinator of Co-Teaching and Inclusion, including supporting the person in that role in finding Professional Development opportunities related to mentorship and support for new educators. The Coordinator of Co-Teaching and Inclusion will be responsible for expanding the mentorship program at MCCPS, including

supporting mentors, finding appropriate trainings and professional development, overseeing collaboration between mentors and fellows, and facilitating peer observations and feedback. This position will play a crucial role in guiding fellows through their initial years of teaching, ensuring they develop into effective educators committed to continuous improvement.

Impact on Learning Experiences and Outcomes:

This Evidence-Based Practice (EBP) will significantly enhance learning experiences and outcomes for student groups identified in Section 2, particularly those from diverse backgrounds and historically underserved populations. By deliberately cultivating a culturally responsive workforce through initiatives like the Fellowship Program, MCCPS aims to provide students with equitable access to effective educators who understand their unique cultural and educational needs.

Support for these student groups will be tailored through targeted professional development that addresses cultural proficiency, trauma-informed practices, and differentiated instruction. This approach recognizes that diverse student needs may require specialized support beyond district-wide implementation efforts. By embedding these practices into the Fellowship Program and ongoing professional development, MCCPS is committed to fostering a learning environment where every student can thrive academically, socially, and emotionally.

Which schools will be impacted by these efforts?

MCCPS, district-wide.

What is the anticipated amount of funding that will be allocated to this EBP over the next three years (FY25 + FY26 + FY27), across all funding sources? Total should be cumulative.
FY25: $137,500
FY26: $166,250
FY27: $195,000
Cumulative: $498,750

Describe the anticipated allocation of funds to this EBP in more detail.
- Fellows Stipend
- Stipend for Coordinator of Co-Teaching and Inclusion Support

Which budget foundation categories (G.L. c. 70) will be included in this anticipated annual allocation?
- Instruction Leadership
- Classroom & Specialist Teachers
- Other Teaching Services
- Professional Development

Metrics for Monitoring Progress on Evidence-Based Practices (EBP) at MCCPS:
What metrics will your district use to monitor progress on this EBP?

Marblehead Community Charter Public School (MCCPS) will use several key metrics to monitor progress on the Fellowship Program and its broader initiative to develop a diverse, culturally responsive workforce. These metrics include:

1. Fellowship Program Participation and Retention Rates: MCCPS will track the number of fellows participating annually, as well as their retention rates after completing the program. This metric will indicate the program's ability to attract and retain diverse educators committed to the district.
2. Diversity of the Educator Workforce: Monitoring the diversity of new hires and the overall educator workforce will provide insights into progress toward building a workforce that reflects the diversity of MCCPS' student population.
3. Feedback from Fellows and Mentors: Regular feedback surveys and evaluations from fellows participating in the program, as well as their mentors, will assess satisfaction with the program structure, mentorship quality, and professional development offerings.
4. Student Achievement and Engagement: Academic performance data, attendance rates, and student engagement metrics will be analyzed to assess whether the presence of culturally responsive educators correlates with improved outcomes for diverse student groups.
5. Professional Development Impact: Evaluating the effectiveness of professional development sessions focused on cultural responsiveness, differentiated instruction, and inclusive practices will gauge their impact on educator practices and student outcomes.
6. Partnership Effectiveness: Assessing the strength and impact of partnerships with Salem State University and other educator preparation providers through metrics such as collaboration outcomes, program growth, and alignment with MCCPS' strategic goals.

These metrics will be systematically tracked and reported annually to the Massachusetts Department of Elementary and Secondary Education (DESE) to demonstrate MCCPS' progress in achieving its strategic objective of developing a diverse, culturally responsive workforce and improving learning outcomes for all students.