

Section 1: Summarize your district's plan	
Hill View Montessori Charter Public (District) (0455) Charter 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.	
The Charter School identified the most significant disparities in student math learning experiences and outcomes in our low-income student population in 4th grade and in our Hispanic student population in 7th grade. The Student Outcomes Comparison tool indicated that 7% of the Charter School's [2023-2024] 4th grade LI students displayed the greatest disparity. The Student Outcomes Comparison tool indicated that 8% of the Charter School's [2023-2024] 7th grade Hispanic students displayed the greatest disparity. This is corroborated by the Charter School's Star Assessment benchmarks which were performed four times during the 2023-2024 school year: • 44% (7/16) of the Charter School's 4th grade LI students consistently scored as "Intervention" or "Urgent Intervention" on Star Math Benchmark Assessment • 50% (3/6) of the Charter School's 7th grade Hispanic students consistently scored as "Intervention" or "Urgent Intervention" on Star Math Benchmark Assessment HVM will implement EBP 1.2A and will use the Multi-Tiered System of Support Model (MTSS) to address the disparities in learning experiences and outcomes for the student groups. This model will involve an intensive and expansive collaboration between the Academic Director, Special Education Director, educational specialists (SPED teachers, MLL Teacher/Program Coordinator, Math Specialists), and all classroom teachers. This model includes using Illustrative	

Math and Montessori materials, supporting families in our target groups in their understanding of their child's educational needs, and targeted additional math instruction to address educational gaps identified through ongoing assessment. We will also use staff professional development to enhance staff's delivery of high-quality math instruction to our targeted demographics. Finally, we use data collected from benchmark assessments, parent engagement, and attendance to inform our practice.

The SOA Plan investments are as follows:

- *\$450,000 for salaries for staff in support of the SOA plan*
- *\$130,000 for professional development and training*
- *\$75,000 for instructional materials*

The total investment in this MTSS Model over the next three years will be \$655,000

Section 2: Analyze Your Data and Select Student Groups for Focused Support	
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SECTION 2: ANALYZE YOUR DATA AND SELECT STUDENT GROUPS FOR FOCUSED SUPPORT	
In this section, you will:	
Analyze district data to identify significant disparities in learning experiences and outcomes among student groups using the Student Outcomes Comparison Tool or other summary data sources. After conducting an initial analysis to identify disparities, use additional sources of data, including other state and local outcomes data; instructional data; student, family, and community perspectives data; and systems-level data, to go deeper in your analysis and uncover why these disparities exist. Select student groups who will receive focused support within your SOA plan as a result of your data analysis findings.	
* In conducting your data analysis, where did you observe the most significant disparities in student learning experiences and outcomes? On which measures and for which student groups?	
We observed the most significant disparities in student learning experiences and outcomes in our Low Income and in our Hispanic student population in math. The School Report Card indicated that 40% of the Charter School's [2023-2024] LI students did not meet math expectations. The Student Outcomes Comparison tool indicated that 36% of the Charter School's [2023-2024] Hispanic students did not meet math expectations. This is corroborated by the Charter School's Star Assessment benchmarks which were performed four times during the 2023-2024 school year: 79% of the Charter School's LI students consistently scored as "Intervention" or "Urgent Intervention" on Star Math Benchmark Assessment 84% (3/6) of the Charter School's Hispanic students consistently scored as "Intervention" or "Urgent Intervention" on Star Math Benchmark Assessment	
* 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?	
HVM's analysis of our target populations' data shows a variety of factors that influence student outcomes. We triangulated Star Math assessment scores, chronic absenteeism, and identified special education status of our target populations.	

Metric	Low Income	Hispanic
Star Math EOY	70% Intervention/Urgent Intervention	84% Intervention/Urgent Intervention
Absenteeism	7.1% chronically absent	7.9% chronically absent
SPED status	25% identified SPED	20% identified SPED

Our data above shows that our target populations have low math assessment scores, a high likelihood of being identified SPED, and a moderate likelihood of chronic absenteeism. All of these factors need to be addressed to meet our students' needs holistically. Our students need strategies that we will use to implement EBP 1.2A:

- More targeted 1:1 instruction based on assessment gaps
- Addressing absenteeism with specific families and creating a plan to increase attendance so that students participate in daily math instruction
- Continued collaboration between classroom teachers, math interventionists, and SPED teachers on delivering more comprehensive instruction using Illustrative Math and Montessori materials

*** 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.**

Low-income, Hispanic or Latino

Clear

Search...

Select All/ Deselect All

☐ English learners
 ☐ Students with disabilities
 ☒ **Low-income**
☐ African American/Black
 ☐ American Indian or Alaskan Native

☐ Asian

☒ **Hispanic or Latino**

☐ Multi-Race, non-Hispanic or Latino

☐ Native Hawaiian or Pacific Islander

☐ White

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement	
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SECTION 3: SET AMBITIOUS THREE-YEAR TARGETS FOR IMPROVING STUDENT ACHIEVEMENT	
In this section, you will:	
• Commit to adopting the three-year improvement target established by DESE with the option to develop additional three-year accelerated improvement targets. DESE has established a three-year improvement target for each district to include in their SOA plans that focuses on rapidly improving the performance of the "Lowest Performing Students" group. This group, by definition, includes the students who currently have the lowest academic performance, and therefore need the most significant levels of support to reduce the disparities between their performance and that of their peers. • This target will provide one streamlined measure to show districts' progress in improving performance across several priority student groups at the same time and will be tracked each year as part of districts' annual SOA progress updates. However, districts focusing on improving performance for a single student group may set an additional target for that student group aligned to DESE's accountability targets. <i>The composition of your district's "Lowest Performing Students" group can be accessed via the security portal.</i>	
☒ * 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
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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.
Hill View Montessori Charter Public School prioritizes meaningful engagement with families and caregivers, particularly those representing the student groups identified for targeted support (low income and Hispanic). Here are the ongoing efforts we utilize to engage our families: • <i>Family Engagement school personnel:</i> HVM has dedicated staff members who work specifically on family engagement initiatives and outreach. These staff members specifically engage our target student populations through curriculum nights, our ELPAC, and SEPAC • <i>Multilingual Communication:</i> HVM provides communications in multiple languages. The Charter School uses interpreters in to bridge language barriers, ensuring that families can access vital information and participate fully. All of our printed communication is provided in the family's home language. • <i>Accessible Parent-Teacher Conferences:</i> HVM staff offers flexible scheduling for parent-teacher conferences, including evening options, to accommodate working families. Staff also provide Zoom meeting options to ensure all families can participate.
* 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.
• Take attendance at curriculum nights, ELPAC, and SEPAC events/meetings to see if the targeted groups' attendance improves over the 3 year period.

- Offer alternative parent/teacher conference options (evenings, virtual, phone calls, etc.) and tracking which parent demographic is most likely to take advantage of these alternatives
- Tracking the use of interpreters for parent meetings to see if it increase over the 3 year period

*** 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.**

Engaging stakeholders in the development of HVM's three-year SOA Plan has been essential for creating a comprehensive plan:

- Teacher Team Meetings: Held within each team to discuss specific subject-related needs and goals
- Professional Development Time: Used PD time to collaborate with teacher teams on the SOA plan, ensuring to align with professional development growth, goals, and strategies
- Parent Surveys: Distributed to gather input on their children's educational experiences and their expectations from the school
- Family Engagement Coordinator: Outreach to parents to understand broader concerns, questions, and ideas
- Parent Feedback: Gathered after meetings to capture additional questions and thoughts, and feedback

HVM will continue to engage stakeholders throughout the implementation of the SOA plan:

- Team Meetings: Hold regular team meetings to discuss ongoing implementation efforts, address concerns, and gather feedback
- Professional Development: Provide continuous professional development training focused on areas relevant to the SOA plan, such as improved instruction strategies and enhanced data-driven instruction
- Information Session[s] for Parents: Hold information sessions where parents can learn about the SOA plan implementation process, ask questions, and provide their feedback
- Curriculum Nights: educate parents on how they can support their children's learning in alignment with HVM's SOA plan
- Family Engagement Coordinator: Family engagement outreach where parents are provided opportunities to voice their concerns, ask questions, and provide feedback on the implementation of the 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:**
07/25/2024

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

*** 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.

HVM is working on improving and strengthening the collaboration between Tier 2 interventionists and Tier 3 service providers in their support of students from the identified populations: Hispanic and low-income. While the current MTSS system has provided general support, we aim to focus our efforts on identifying barriers to learning for the specific target groups. This will involve regular assessment through the Star math program to monitor student progress, while interventionists will identify continuing areas of math struggle and will address those struggles with general education teachers and others who are working with those students from our targeted populations.

Metrics:

- Star assessment scores
- Student work
- Student observations
- Informal assessment
- Student engagement

Through these metrics, we will be identifying students in the target groups and create specific learning plans for them to address their individual math deficits. Presently, HVM's general education teachers are looking at their scores in aggregate, but we propose looking at individual student scores together with Tier 2 and Tier 3 interventionists to determine how best to meet their culturally specific needs. Additionally, while we have traditionally been pulling students out for specialized instruction, we propose offering push-in services to keep students supported in their math classes as much as possible. Finally, we are opening up our ESY summer program to include students from the target populations.

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

Hill View Montessori Charter Public School

\$655,000.00

* 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.

Academic Director, Special Education Director, and Specialist Teachers: \$450,000

Professional Development: \$130,000

Instructional Materials: \$75,000

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

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

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?

- MTSS Team Reviews: Regular evaluations by the MTSS team to review progress, identify barriers, and adjust strategies and interventions
- Disaggregated Benchmark Assessments: Star Math and Illustrative Math Assessments: regular assessments for classroom teachers and interventionists to identify student progress
- Access to Interventions: Track which students are receiving tiered interventions and support to ensure all students have access to appropriate resources

Metrics:

- Star assessment scores
- Student work
- Student observations
- Informal assessment
- Student engagement

Through these metrics, we will be identifying students in the target groups and create specific learning plans for them to address their individual math deficits. Presently, HVM's general education teachers are looking at their scores in aggregate, but we propose looking at individual student scores together with Tier 2 and Tier 3 interventionists to determine how best to meet their culturally specific needs. Additionally, while we have traditionally been pulling students out for specialized instruction, we propose offering push-in services to keep students supported in their math classes as much as possible. Finally, we are opening up our ESY summer program to include students from the target populations.

☒ ☐ 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 ⁺

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