

Key Evidence-based Programs in District's SOA Plan

Petersham (0234) Public School District - FY 2025 - SOA Plan Progress Report - Rev 0

In this section, you will indicate which evidence-based programs are detailed in Section 5 of your district's SOA Plan (FY25-FY27)

* Please select the evidence-based programs that are detailed in Section 5 of your district's SOA Plan (FY25-FY27). *(Select all EBPs that apply from the list below)*

1.2B Comprehensive Tiered Supports, 2.1A Inclusive Curriculum Adoption Process (+ 1 other)

Clear

Search...

Select All/Deselect All

☐ 1.1A Integrated Services for Student Wellbeing

☐ 1.1B Enhanced Support for SEL and Mental Health

☐ 1.1C Positive School Environments

☐ 1.2A Effective Student Support System

☒ **1.2B Comprehensive Tiered Supports**

☐ 1.3A Diverse Approaches to Meaningful Family Engagement

☐ 1.3B Students and Families as Valued Partners

☒ **2.1A Inclusive Curriculum Adoption Process**

☐ 2.1B Supporting Curriculum Implementation

☐ 2.1C Comprehensive Approach to Early Literacy

☐ 2.1D Early Literacy Screening and Support

☐ 2.2A Effective Use of WIDA Framework

☐ 2.2B High Leverage Practices for Students with Disabilities

☐ 2.2C Collaborative Teaching Models

☒ **2.2D Targeted Academic Support and Acceleration**

☐ 2.3A Authentic Postsecondary Planning

☐ 2.3B High-Quality Secondary Pathways and Programs

☐ 2.4A Expanded Access to Pre-Kindergarten

☐ 2.4B Extended Learning Time

☐ 2.4C Effective Programming for Multilingual Learners

☐ 2.4D Diverse Enrichment Opportunities

☐

- ☐ 3.1A Intentional Hiring Systems
- ☐ 3.1B Enhanced Pathways to Increase Educator Diversity
- ☐ 3.1C Educator Preparation Partnerships
- ☐ 3.2A Inclusive School Communities
- ☐ 3.2B Retention Support Programs
- ☐ 3.2C Pathways for Professional Growth and Leadership
- ☐ 3.3A Resource Allocation Aligned to Student Success
- ☐ 3.3B Support for Effective Team Practices:
- ☐ 3.3C Collaborative Labor-Management Partnerships

Section 1: Summary of Progress to Date (Academic Year 2024-2025)

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In this section, you will summarize:

- steps taken to launch, expand or deepen the implementation of the evidence-based programs in your SOA Plan;
- early evidence of change related to your implementation; and
- evidence of gap-closing on interim and longer-term outcomes for student groups targeted in your SOA Plan

* **Implementation Activities:** During academic year 2024-2025, what steps did your district take to launch, expand, or deepen the implementation of each EBP in your SOA Plan?

Regarding EBP 1.2B Comprehensive Tiered Supports: The district has a .8 FTE interventionist on staff that provides tiered supports in literacy and mathematics. In addition the district employs 1.5 fte special education teachers to support students with disabilities and a 1.0 FTE EL teacher for students identified as ELL. These individuals work in concert to provide Tier II and Tier III support for identified students. The district uses both MCAS, ACCESS (if applicable), and local assessment data (*Ready Assessment* and *DIBELS*) to screen for and monitor identified students at a minimum of 3x yearly. In addition, core classroom teachers are using the imbedded tiered interventions as part of the core curricula -- for math, classroom teachers are using the *iReady Math* intervention and using the data generated to target additional support. In turn the EL, the interventionist, and SpEd teachers use this data to provide in time instruction for students to close and remediate any learning gaps.

Regarding EBP 2.1A Inclusive Curriculum Adoption Process: The district receive a HQIM grant through DESE that funded professional development and coaching for staff. The funds allowed for the district to have a content consultant from *Ready Math* come to the school to provide professional development for teachers in use of the *Ready Math* materials and in implementation of evidence-based instructional practices. In addition, the grant funding also allowed the district to partner with consultants from TNPT to provide coaching for administration and teachers on evidence based practices. TNPT along with the building administration, developed an action plan that addresses curriculum implementation and the use of evidence-based practices with an additional focus on meeting the needs of SWD and ELL learners. The district also received a small grant through DESE to develop a literacy plan to use HQIM decodable readers from *Appleseeds* and to align these decodable readers with the *UFLI* phonic program and the core ELA curriculum (*Wonders 2020*). The grant also provided funds for a consultant from TNPT to work with the district literacy team to develop a literacy action plan that the district is utilizing to ensure that all students receive high-quality evidence based instruction using HQIMs. As a result, all teachers have received professional development and administrative coaching and

consultant coaching to improve their practice and to ensure consistent implementation of the curricula and evidence-based practices.

Regarding EBP 2.2D Targeted Academic Support and Acceleration: The district has offered target academic support to students during their summer learning academies. Students are invited to attend these academies based on academic need, with a focus on SWD and EL students. Students participate in a four-week program focusing on ELA and mathematics skills to close identified learning gaps and reduce summer slide. In addition, during the school year, the building based literacy and math team(s) meet regularly to assess students receiving supplemental target supports (Title I, small group support, 1:1 instruction, etc.) to review State, local, and progress monitoring data to use flexible grouping to move students in and out of tiered support(s) as needed. The interventionists providing the tiered support will develop specific goals and objectives for students and assess student progress using such assessments as: *DIBELS*, *iReady Math*, and other identified curriculum supports.

* **Early evidence of change:** Please describe and reflect upon the extent to which progress monitoring data reflects early evidence of change (e.g., changes in actions, discourse, beliefs, expectations, and instructional practice) that you anticipate will ultimately lead to improved outcomes and smaller disparities in outcomes for student groups targeted in your SOA Plan?

Mathematics: In the fall of 2024, only 19% of students were at grade level in math as assessed by *iReady Math Assessment*; however during the winter assessment, this percentage grew to 35% of students being assessed at grade level -- a 16% growth. In addition, the targeted subgroup (SWD) had 50% of students being identified as below grade level (using *iReady Math Assessment*) compared to 16% in the winter -- a reduction of 34%.

We analyzing data from the DESE SOA Heat Map for mathematics: The district was unable to identify SWD at grades 3 or 6 due to the limited number of student in that grade cohort as identified as SWD.

Reading: In the fall of 2024, 44% of students were at grade level in reading as assessed by *iReady Reading Assessment*; however during the winter assessment, this percentage grew to 58% of students being assessed at grade level -- a 14% growth. In addition, the targeted subgroup (SWD) had 45% of students being identified as below grade level (using *iReady Reading Assessment*) compared to 40% in the winter -- a reduction of 5%.

We analyzing data from the DESE SOA Heat Map for ELA: The district was unable to identify SWD at grades 3 or 6 due to the limited number of student in that grade cohort as identified as SWD.

Regarding Chronic Absenteeism: SWD have a 25% rate of chronic absenteeism (per DESE SOA Heat Map) compared to a 28.7% rate for all students (2024). While the rate for SWD is lower, the overall chronic absenteeism rate remains higher than the 19.7% State average for all students.

The district attributes the increase in students scores to be reflective of the implementation of core HQIM, tiered supports, and targeted academic supports and acceleration. By consistently implementing core HQI curriculum, providing flexible targeted tiered supports, and target academic supports during summer, the district has been able to ensure that all students have access to state standards and high quality instruction in addition to providing safety nets for sub-populations (SWD) that have historically not been on par with their general education peers. By implementing these practices the district has gone from an accountability rating of 54 in 2023 to 59 for 2024. In addition, SWD have seen a growth in their SGP in math and ELA by 1% between 2023 and 2024. It is important to note however, that in 2023 there were 16 students identified as SWD in grades 3-6 for 2023 and 18 in 2024; by having such a limited number of students in these sub-groups significantly impact the calculations of percentages for the district. In 2023 each student identified as a SWD accounted for 6.25%

of the group and in 2024 they accounted for 5.55%.

2024 Progress toward improvement targets

| Indicator | High needs Student Group (Non-high school grades) | | |
|---|--|-----------------------|----------|
| | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 4 | - |
| | Mathematics achievement | 4 | - |
| | Science achievement | - | - |
| | Achievement total | 8 | 90.0 |
| Growth | English language arts growth | - | - |
| | Mathematics growth | - | - |
| | Growth total | - | - |
| High school completion | Four-year cohort graduation rate | - | - |
| | Extended engagement rate | - | - |
| | Annual dropout rate | - | - |
| Progress toward attaining English language proficiency | High school completion total | - | - |
| | English language proficiency total | - | - |
| | Chronic absenteeism | 0 | - |
| Additional indicators | Advanced coursework completion | - | - |
| | Additional indicators total | 4 | 10.0 |
| Weighted total | 7.2 | 7.6 | - |
| Percentage of possible points | 95% | | - |
| 2024 Annual criterion-referenced target percentage | | 95% | |

* Progress in closing disparities for student groups in your district:

Please describe and reflect upon the extent to which progress monitoring data on interim and longer-term student outcomes reflects the following:

- improvement for the student groups targeted in your SOA Plan;
- reduced disparities for student groups targeted in your SOA Plan;
- progress towards meeting targets for the lowest performing students group

Our initial data for SY 2024-2025 has shown favorable improvement for our identified population of SWD. Comparing local benchmark data from Fall (BOY data) to Winter (MOY data) -- to date we have seen the following results:

- **Mathematics:** In the fall of 2024, only 19% of students were at grade level in math as assessed by *iReady Math Assessment*; however during the winter assessment, this percentage grew to 35% of students being assessed at grade level -- a 16% growth. In addition, the targeted subgroup (SWD) had 50% of students being identified as below grade level (using *iReady Math Assessment*) compared to 16% in the winter -- a reduction of 34%.
- **Reading:** In the fall of 2024, 44% of students were at grade level in reading as assessed by *iReady Reading Assessment*; however during the winter assessment, this percentage grew to 58% of students being assessed at grade level -- a 14% growth. In addition, the targeted subgroup (SWD) had 45% of students being identified as below grade level (using *iReady Reading Assessment*) compared to 40% in the winter -- a reduction of 5%.

The district anticipates that continuation of the implementation of the action plans developed this year for core HQI curriculum in mathematics and ELA will continue to show results for all students and especially for our targeted group (SWD). In addition, by continuing to implement, flexible targeted tiered supports, educators will be able to identify and address student learning gaps in real time and provide appropriate evidence-based support to remediate students' learning loss and close content gaps in ELA and mathematics.

Also, by targeting students for summer learning academies, the district will be able to provide systemic support to its most vulnerable learning and reduce summer slide -- especially for SWD and ELL learners.

Section 2: Key Changes to Your Plan and Next Steps in Implementation

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In this section, you will:

- describe any key changes or amendments to your district's SOA Plan (if applicable); and
- briefly describe implementation plans for academic year 2025-26 to expand, deepen, and/or strengthen your implementation of the EBPs in your SOA plan (required)

If applicable, please describe any key changes to your district's SOA plan that your stakeholders should be aware of (e.g., *substantial shifts in your approach to EBPs in your SOA plan, significant changes to 3-year budget; dropping or adding an evidence-based program.*)

The only key changes or amendment the district plans to make to our SOA plan is to develop strategies to address chronic absenteeism. The district will explore resources from *Attendance Works* (<https://www.attendanceworks.org/>) to develop an action plan to address chronic absenteeism. In addition, the district will explore all funding opportunities to increase learning academies and tutoring outside of the regular school day to provide support to targeted student populations -- SWD and ELL learners.

2024 Progress toward improvement targets

| Indicator | High needs Student Group (Non-high school grades) | | |
|------------------------|--|-----------------------|----------|
| | Points earned | Total possible points | Weight % |
| Achievement | English language arts achievement | 4 | - |
| | Mathematics achievement | 4 | - |
| | Science achievement | - | - |
| | Achievement total | 8 | 90.0 |
| Growth | English language arts growth | - | - |
| | Mathematics growth | - | - |
| | Growth total | - | - |
| High school completion | Four-year cohort graduation rate | - | - |
| | Extended engagement rate | - | - |
| | Annual dropout rate | - | - |

| | | | | |
|---|------------------------------------|------------|----------|------|
| | High school completion total | - | - | - |
| Progress toward attaining English language proficiency | English language proficiency total | - | - | - |
| | Chronic absenteeism | 0 | 4 | - |
| Additional indicators | Advanced coursework completion | - | - | - |
| | Additional indicators total | 0 | 4 | 10.0 |
| Weighted total | | 7.2 | 7.6 | - |
| Percentage of possible points | | 95% | | - |
| 2024 Annual criterion-referenced target percentage | | 95% | | |

* What steps will your district be taking to expand, deepen, and/or strengthen the implementation of the EPBs in its SOA Plan during the 2025-2026 school year?

The district plans to periodically review the implementation of its math and literacy action plans developed this year with the support of DESE grant funds used to hire the TNPT consultants. The district team(s) will monthly review and adjust the plans accordingly and use these plans along with data (MCAS, ACCESS, and local assessment data) to assess the progress of all students and subgroups. In addition, the district leadership team will develop a strategic plan to address chronic absenteeism, with the goal of reducing chronic absenteeism by 10%.

Section 3: Engaging Families/Caregivers and Other Stakeholders

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In this section, you will describe:

- activities implemented in 2024-2025 that engage families/caregivers, particularly those representing student groups experiencing the greatest disparities, about how to best address their students' needs;;
- evidence of progress to date in improving family/caregiver engagement, using the metrics in your SOA Plan (FY25-FY27);
- the ways in which your district engaged with different stakeholder groups, particularly those representing student groups experiencing disparities, throughout the 2024-2025 school year.

* Please briefly describe your districts efforts during the 2024-25 school year to engage families/caregivers, *particularly those representing the student groups you have identified for targeted support, about how to best address their students' needs.*

The district has purchased a new communications platform, *Parent Square*, that allows the district to communicate with parents/caregivers over multiple means: text, email, and telephone call. The *Parent Square* platform also allows for messages to be sent to parents/caregivers in their native language. In turn, the platform allows for families to communicate back to the school in their native language thus allowing for a flow of communication between home and school. For communication between individual teachers and families/caregivers the district began using the App Talking Points, which again allows for families to send and receive communications to and from their child's teacher in their native language. These tools have allowed for individual teachers and the school to notify families/caregivers of school events and specific meeting and notices on individual students.

In addition, to the general communication tools, the school sends out a weekly email/newsletter to families regarding upcoming events and opportunities to become involved in the school. The district send monthly electronic newsletters to families and caregivers regarding events and happenings at the school and notification to families regarding any policy changes. The school/district also host an annual Title I night, ESSA information night, and shares information and data during school committee meetings in the Fall, Winter, and Spring. The district/school gathers feedback from families and the community via surveys -- such survey include, ESSA survey, Title I survey, PD survey, extended year opportunity surveys.

The district has found the use of text messaging to be the most effective means of communication. In addition, survey and notifications are posted on the school website and facebook page.

* Please share evidence of increased or improved engagement with families/caregivers, particularly those representing the student groups targeted in your SOA plan, during academic year 2024-25. *(Districts may use the metrics described in their SOA Plans, or other relevant metrics)*

Initial feedback (oral) from families has been positive regarding the use of the new Parent Square communication platform. As the platform is new this year, the district will be establishing a baseline measure to determine its effectiveness. Prior communication tools did not allow for evaluation of parent participation. Regarding parent surveys, typically approximately 15% of families respond to surveys sent out in the district.

* Please briefly describe the following types of stakeholder engagement during the 2024-2025 school year, making certain to include information on stakeholders representing student groups targeted in your SOA plan:

1. how your district shared updates on SOA plan implementation and early evidence of change student outcomes with different stakeholder groups
2. the ways in which your district collected input and feedback from different stakeholder groups;
3. the substantive input and feedback you have received to date—and whether/how that has impacted your SOA plan implementation

The district will share its SAO plan implementation during a virtual even this spring with families and the community. The district has decided on a virtual forum to allow more families access to the event and in consideration for families with transportation and childcare needs. Participants will be provided an opportunity to complete a feedback survey at the conclusion of the presentation. Prior to completing the SOA progress report, the district sent a survey out to families seeking input about the SOA plan and provided families/stakeholders an opportunity to express areas of needs or concerns. The survey results indicated that families are interested in keeping and increasing extended learning time and increasing social and emotional supports for students via increased hours for a guidance counselor. The district will explore add additional counseling hours per its upcoming budget for the SY2025-2026. in the meantime, the district has reached out with community providers to provide space for providers to meet with students on their caseload that attend the district school.