



MPS District SOA Plan April 2024

Section 1: Summarize Your District's Plan: *Write a brief executive summary of your three-year SOA plan.*

The Monson Public Schools District has identified the Low Income (LI) and Students with Disabilities (SWD) subgroups to be targeted for accelerated improvement in the following areas: Reducing Chronic Absenteeism (CA), Reducing the High School Dropout rate, and Increasing Student Achievement in ELA and Mathematics.

The district will use the following Evidence Based Programs:

- 1.1A. Integrated Services for Student Wellbeing;
- 1.1B. Enhanced Support for SEL and Mental Health;
- 1.2A. Effective Student Support System to meet the goals of accelerated improvement of the identified subgroup cohorts.

We will leverage and improve existing structures of a Multi-Tiered System of Support to provide targeted and monitored interventions to identified students from these subgroups. Our investments in our staff through professional learning and support of students through MTSS implementation will yield vast improvements for students with disabilities and low income students.

Section 2: Analyze Your Data and Select Student Groups for Focused Support:

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? *open response*

The MPS district engaged in a thorough analysis of student subgroup data to inform focused support planning. Through the use of the Student Outcomes Comparison Tool, the most significant disparities in student learning experiences (SLEs) and outcomes were identified in the areas of Chronic Absenteeism (CA), Percentage of Ninth Graders Passing, Percentage of Students Dropping Out, and Students Meeting or Exceeding Grade Level Expectations (GLEs) in Mathematics and English Language Arts. Students with Disabilities (SWD) and students currently experiencing Low Income (LI) status were identified as the two subgroups most in need of additional support.

The rate of chronic absenteeism for students with disabilities is 28.1%, which is 8% over the aggregate rate of 20.1%. Low income students are also above the CA aggregate at 26.2%. The percentage of high school students passing ninth grade is 71.1%, whereas SWD are 66.7% and LI are 62.5%. The HS dropout rate is at 1.7% overall, but almost doubles for LI students at 3.1% and rises once again for SWD to 7.1%*.

Academically in ELA and Mathematics MCAS 2023 testing, SWD trail the aggregate achievement rates in all identified grades, with the exception of Grade 3 Math, in which the SWD superseded the aggregate group by



10%. Otherwise, SWD performed between 10-18% below the full cohort group. LI students fared about the same, with a range of 4-16% below their peers.

* A note to exercise caution when interpreting the HS dropout rates, due to the low number of students ages 16+ in the aggregate.

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? *open response*

We identified multiple types of data to analyze, including a recent AIR report of Granite Valley School, district-derived and state academic testing data, student management informational data, Student Teacher Assistance Team (STAT) data, District Attendance Team (DAT) data, and stakeholder survey and focus group discussion data. We triangulated these data through the framework of the district's strategic objectives identified in our current Strategic Plan: Academic Achievement, Student Success and Well-Being, and Professional Learning and Support.

Themes that emerged from the analysis of these data were **communication, consistency, buy-in**, and the prevalence of **non-academic barriers to educational progress**. These themes impact our subgroup performance in multiple ways. Our students are facing social-emotional, academic, attendance challenges that are emergent and complex. Issues involving students' mental health, interpersonal relationships, self-regulation capabilities, risky behaviors, irregular attendance, academic instructional gaps originating from COVID, and family-related difficulties can exacerbate these challenges.

The opportunity for increased communication and collaboration exists between stakeholders, in terms of proactive tier I support in the areas of attendance, achievement, and social emotional wellbeing. Students at all schools have access to school counselor support, a range of screeners, extra help sessions, extra-curricular school clubs and athletic activities. We are exploring additional ways to support all students through the addition of advisory groups, for example, at the high school. Strong implementation of tier I proficiencies will raise the tide for all students, including those identified in the SWD and LI subgroups.

Our commitment to strengthening the consistency in the implementation of targeted intervention measures will lead to increased attendance, achievement, and social emotional outcomes for students in tiers 2 and 3. Ongoing efforts to partner with families in terms of improving student attendance outcomes and reducing barriers to regular attendance have proven to elicit higher levels of daily student attendance for several students this semester at Granite Valley and Monson High School. High Dosage Tutoring sessions for selected students are providing additional support in mathematics for 28 fourth graders and 24 eighth graders. The MTSS work Granite Valley is engaged in, through collaboration with the May Institute, is providing actionable professional development opportunities and building capacity. Recent STAT team enhancements at Monson High School are providing students with academic and executive function mentoring.



Regular two-way communication will continue to be strengthened between stakeholders to support increased academic achievement and excellent attendance outcomes for all students. Consistent implementation of district determined measures, such as a thriving MTSS framework, to support all students' academic, social emotional, mental health, and physical wellbeing is being streamlined and updated. Our plan to address the disparities across student groups is to strengthen Tier I Multi Tiered System of Support (MTSS) programming while better operationalizing our tiered systems of support at the Tier 2 and 3 levels.

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? **Checkbox (Students with Disabilities and Low Income Subgroups)**

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

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. **Checkbox -- Yes**

Section 4: Engage Families/Caregivers and other 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. **open response**

The Monson Public Schools District engages families and caregivers through multiple modalities including the use of Student Information System (SIS) technology to email, text, and leave voicemail messages for families. Building administrators, counselors and professional support staff use these technologies regularly to share information with families.

Teachers use Powerschool, Class Dojo, or other tech tools to communicate with parents and guardians. Student grades are updated on the online portal each week. Two early release days each year are set aside for parent/teacher conferences: in October and March. As a result, hundreds of conferences are held each year throughout the district.

Additional opportunities for stakeholders to participate in the school community include district and school level family nights, school councils, and volunteer groups. Family events include an Early Literacy Evening, STEM Night, Kindergarten Orientation, Open Houses, Field Days, Math Games Night, Special Olympics, the PTSA sponsored Reflections Celebration, and Music and Art Festivals. Our English Language Learners and Title I departments hold a minimum of three parent/caregiver meetings each year. Feedback data is collected from families, staff, and students to conduct yearly program reviews to refine and improve our processes, procedures and impact on student learning. The Special Education Parent Advisory Council (SEPAC) meets monthly at the district level and provides participants with a platform to communicate, educate, and advocate. Each building principal hosts a School Council that develops a yearly School Improvement Plan, and meets monthly to monitor its implementation and progress towards the goals set. The Monson Parent, Teacher, and Student Association (PTSA) offers an additional means for caretakers to participate in the betterment



of the school community.

Our outreach with community stakeholders includes strong collaboration with local businesses, civic, and religious groups. MPS meets regularly with police, fire, and civic leaders on a variety of topics to ensure the security and safety of our students and staff. Our Superintendent, director of counseling, and nurse team leader are members of the Monson Substance Use Community Partnership, whose mission is to provide a coordinated community approach to advocate, educate, reduce and prevent substance use for all ages, including our youth, by raising awareness, providing resources and reducing the stigma associated with substance use disorder. Other members of the MSUCP include those from local businesses, churches, police, fire and community. This partnership was recently awarded a five-year *Drug Free Communities* grant to help fulfill this mission.

Our weekly online newsletter *In the Loop* is sent to families, local businesses, and town departments each Sunday night throughout the school year. The Monson Public Schools Website provides a wealth of information for families at monsonschools.com. Monthly School Committee meetings are held in person and via zoom for maximum access; with a public speaking component included in each agenda to provide constituents a forum in which to voice their thoughts and concerns. Subcommittee meetings are also open to the public. The Superintendent hosts periodic public forums for community members to obtain updates about what's happening in the district and voice any questions or concerns they might have.

The district conducted a comprehensive review of Student Learning Experiences, MCAS results, student attendance data, and family survey data. The MPS Instructional Leadership Team, District Data Team, and parent/caregiver groups participated in the analysis of the aforementioned data points and shared feedback to shape the SOA plan. The implementation of the plan will continue to involve stakeholders through similar means.

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? ***open response***

The targeted groups are our Low Income and Students with Disabilities cohorts. We plan to engage the families proactively over the next three years with increased opportunities to enter the school for positive reasons, including participating in educational Field Trips, co-curricular events such as Tier 1 incentive days, civic-focused assemblies, concerts, and athletic events, and extra-curricular activities including Girls on the Run, afterschool clubs, and acceleration academies. Family engagement in these activities will be measured through the use of participant sign in sheets and zoom attendance through the chat. These data will be disaggregated to identify the percentage of subgroup participation.

In order to increase authentic and meaningful family engagement with caregivers in the LI and SWD subgroups, we will use the existing community participation structures to elicit their increased involvement. The School Councils, Special Education Parent Advisory Council, Title I and English Language Education Family Groups will seek out increased membership from subgroup members. Outreach also includes our annual MPS Bus Tour each August, in which staff boards busses and visits several local locations to distribute school supplies to area families.

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? ***open response***

We have surveyed stakeholder groups, hosted an open forum community event with the superintendent, and held focus group discussions to elicit feedback and concerns. The data collected was culled into themes through the efforts of the district's data team, and then shared out with participants for their review and revision. We will continue with this cycle of inquiry throughout each school year, involving the school councils, advisory groups, district team leaders, civic leaders, and school committee as appropriate.



Confirm you engaged with the following stakeholder groups in the development of this plan: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district. **Checkbox-- Yes**

Confirm that your school committee voted to approve this plan and provide the date of the vote. **Yes- April 25, 2024**

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

Strategic Objectives Table

Strategic Objective 1: Cultivate systems to support the whole student and foster joyful, healthy, and supportive learning environments so that all students feel valued, connected, nourished, and ready to learn		
Focus Area	Evidence-Based Programs	Suggested Metrics
1.1 Promote students' physical and mental health and wellness in welcoming, affirming, and safe spaces	1.1A Integrated Services for Student Wellbeing: Utilize a system for integrating services and aligning initiatives that promote students' behavioral and mental health and wellness (e.g., bullying prevention, trauma sensitivity, dropout prevention, truancy reduction, foster care and homeless youth education, and inclusion of students with disabilities)	Local Metrics <ul style="list-style-type: none"> Change in select indicators from local student surveys that measure school culture/climate and student mental health and wellbeing Increase in implementation of Tier 1 SEL curriculum Change in social and emotional competency rates as measured by SELIS or local data Change in select indicators on local family surveys Increase in participation rates for SEPAC/ELPAC and/or other stakeholder groups
	1.1B Enhanced Support for SEL and Mental Health: Expand capacity to address social-emotional learning (SEL) and mental health needs of students and families (e.g., build knowledge and skills of staff, add specialized support staff, partner with community-based providers, strengthen plans for responding to behavioral health medical emergencies, etc.)	
	1.1C Positive School Environments: Create school environments that include high-quality facilities, healthy meals, physical activity, and positive youth development activities for all students	
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	1.2A Effective Student Support System: Implement key systems to build an effective approach to MTSS (e.g., using data to identify students' strengths and needs, matching students with appropriate supports, and monitoring progress)	DESE Provided Metrics <ul style="list-style-type: none"> Increase in student perception of school culture and climate as measured by VOCAL data Decrease in discipline rates Decrease in out of school suspension and expulsion rates Decrease in chronic absenteeism rates Decrease in dropout rates
	1.2B Comprehensive Tiered Supports: Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed	
1.3 Develop authentic partnerships with students and families that elevate their voices and leadership in decision-making and connect them to their communities	1.3A Diverse Approaches to Meaningful Family Engagement: Train all staff on multiple strategies and tools to engage with families in meaningful two-way communication	
	1.3B Students and Families as Valued Partners: Create opportunities and systems for students and families to effectively participate as partners in authentic decision-making, with supports as needed	

Select the Focus Area(s) that your district will prioritize over the next three years to address the academic disparities identified in your data analysis. **Checkbox**

1.1, 1.2, 1.3

Which Evidence-Based Programs (EBPs) will your district implement within this Focus Area? **Checkbox**

1.1A, 1.1B, 1.2A, 1.2B, 1.3A, 1.3B



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). *open response*

- 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 1. This could include how support for these groups may differ from district-wide implementation efforts.

1.1A. The Monson Public Schools identifies the importance of promoting students' physical and mental health and wellness as the bedrock that supports all student learning and pro-social wellbeing. At Granite Valley, we have engaged in the Safe and Supportive Schools Academy for two years and created proficiencies and procedures for engaging in Whole Class Reviews with classroom teachers. This year, we procured an MTSS grant to partner with the May Institute to provide increased Professional Learning opportunities for our staff. At Monson High School, we have undergone a restructuring of our STAT team procedures and response to increase involvement of teachers and families. In all schools, we have increased Tier I attendance support through family education and communication initiatives, and Tiers 2 and 3 attendance support through revised district attendance procedures, updated attendance support plans, and mentoring support. We have also engaged in the New IEP Project implementation which provides increased SE/MH provisions for all students on Individual education plans. The High Leverage Practices professional learning opportunities that were introduced to Special Education staff this year will be deepened for all professional and support staff in the upcoming school year. The programs and professional learning opportunities stated above will continue to be implemented through the 25, 26, and 27 school years. Subgroup members will be monitored and provided additional supports and services to meet the goals identified in their IEPs, STAT Progress Monitoring, and/or counseling plans.

1.1B. All staff in grades 7-12 will have the opportunity to be trained in Youth Mental Health First Aid, through the generosity of the Community Partnership Grant. Our goal is to have over 50% of MHS staff trained in MHFA by the end of the 24-25 school year. The district has partnered with multiple outside SE/MH resources including Behavioral Health Network (BHN) and YWCA trauma-informed student counseling to enhance our response at the tier 2 and 3 levels at all schools. The use of outside resources and community collaboration opportunities will continue to be explored at all schools, through ongoing resource mapping efforts.

1.2A. MTSS will continue to be streamlined and enhanced to meet the needs of all students' SE/MH, academic, attendance, and behavioral needs. The use of MTSS tools on the DESE website and student data analyses will continue to inform this work. Students' academic support measures have been enhanced through the use of Evidence-Based Science of Reading curriculum materials, creative scheduling, peer and adult mentoring opportunities, and periodic student goal setting. All students in grades K-2 receive daily foundational reading instruction with Appleseeds Reading Materials. K-2 staff have received ongoing professional learning in the implementation of Appleseeds through a partnership grant with TNTP and DESE. The Special Education department has also invested in the SPIRE SOR curriculum materials for students with reading goals this year. Schedule and staffing modifications have allowed for the implementation of High Dosage Math Tutoring for grades 4 and 8, and intensive literacy support for students in grades K-4. Revisions to our district Special Education staffing will allow for a full time BCBA at the HS, and increased inclusion classroom support at GV. The development of the Reading and Writing Center at the High School has provided opportunities for peer mentoring and modeling throughout the school year. A Summer Acceleration Academy grant for grades 1-8 was implemented during the summer of 2024 to support ongoing academic and social emotional support to subgroup member students and others.

1.2B. The work of the District Attendance Team has created consistent measures and responses to chronic absenteeism, district-wide. Examples of this include the District Attendance Plan Snapshot, Tiered Intervention Menu, Individual Attendance Intervention plans, and Attendance Intervention Academy offerings. These measures will continue to be monitored and refined as needed at each school. A similar Tiered Intervention Menu for Academics, Social Emotional, and Mental Health are underway, with a comprehensive MTSS manual being developed for the 24-25 school year. The District Administrative Team will continue to coordinate and monitor the implementation and effectiveness of our tiered support efforts throughout the three year SOA plan timeline.

1.3A. The teaching, counseling, support, and administrative staff will receive ongoing professional development in culturally responsive, two-way communication with families through the lens of HLP 2 and 3.

- Organize and facilitate effective meetings with professionals and families.



- Collaborate with families to support student learning and secure needed services.

1.3B. The district will use existing structures to proactively support increased participation from members of historically underserved groups, including SWD and LI students. Opportunities for families of SWD or LI students to become members of Student Council, PTSA, SEPAC, and other parent advisory groups will be maximized through a responsive process of soliciting subgroup feedback and addressing identified barriers to participation.

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

1.1A. \$30,000; \$99,887; \$12,000; \$12,000; \$9,000; \$180,000= **\$342,887**

1.1B. **\$21,000**

1.2A. \$56,000; \$211,000; \$180,000; \$180,000; 525,000; \$18,000; \$209,858= **\$1,279,858**

1.2B. **\$24,000**

1.3A. **\$2,250**

1.3B. \$1,500, \$12,000= **\$13,500**

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

1.1A. S3 Academy, MTSS May Institute Grant, New IEP project pd, Attendance software, Director of Counseling Position (stipend); Student Support Position at GV

1.1B. District PD- line 285, MHFA- CPG,

1.2A High Dosage Tutoring, SAA grant, BCBA position, Grade 3 SpEd position, Title I Reading intervention, SPIRE Curriculum implementation, Appleseeds Foundational Reading grant

1.2B MTSS May Institute Grant (Already accounted for in Section 1.1A), Attendance Recovery,

1.3A. District PD- line 285,

1.3B. SEPAC membership, Summer Bus Tour

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

In addition to the lowest-performing student group target, what metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress on the target and metrics in your annual update to DESE starting next year.

open response

1.1A. Reduced chronic absenteeism rates in SWD and LI subgroups

1.1A. Reduced HS drop out rates in SWD and LI subgroups

1.1A. Increased academic progress in Math and ELA for SWD and LI subgroups

1.1B. Increased use of HLP in each school, as evidenced by quarterly walkthrough data.

1.1B. Increased knowledge and application of HLP by teaching and instructional aide staff, as evidenced by professional learning survey data.

1.1B. Increased training in MHFA of MHS staff.

1.2A. Reduced chronic absenteeism rates in SWD and LI subgroups

1.2A. Reduced HS drop out rates in SWD and LI subgroups

1.2A. Increased academic progress in Math and ELA MCAS for SWD and LI subgroups

1.2B. Reduced chronic absenteeism rates in SWD and LI subgroups

1.2B. Reduced HS drop out rates in SWD and LI subgroups

1.2B. Increased academic progress in Math and ELA MCAS for SWD and LI subgroups



1.3A. Change in select indicators on local family surveys

1.3B. Increase in participation rates for SEPAC/ELPAC and/or other stakeholder groups

Updated 9-2-24