

Section 1: Summarize your district's plan

Mashpee (0172) Public School District - FY 2024 - Student Opportunity Act (SOA) Plan Submission - Rev 0

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SECTION 1: SUMMARIZE YOUR DISTRICT'S PLAN

In this section, you will:

Write a brief executive summary of your three-year SOA plan. While this section is presented at the beginning of your plan, we recommend writing it after you have completed the other sections of your plan.

* **Please write 1-2 paragraphs summarizing your 3-year SOA plan.** Make sure the summary:

- Identifies the student groups you are targeting for accelerated improvement.
- Describes the selected Evidence-Based Programs your district will use to address the disparities in learning experiences and outcomes for these student groups.
- Explains at a high level the investments you plan to make and what will change in your district because of this plan.

Based on extensive analysis from a variety of data points, Mashpee Public Schools' (MPS) Student Opportunity Act (SOA) plan is targeting students with disabilities (SWD) and low income students (LIS). To support these and all students in Mashpee, MPS will hire a district-wide social worker who will be charged with supporting families, educators, and students around issues such as attendance, community partnerships, and other supports available. By providing one point of contact to support families to obtain the tools and support they need, our most vulnerable student populations will be better positioned to access learning.

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?

Using the Student Outcomes Comparison Tool, we see that there are significant disparities in learning experiences and outcomes for students with disabilities (SWD) and low income students (LIS). Our SWD had significant disparities in the following areas listed on the District Heat Map: chronic absenteeism, out-of-school suspension, ninth graders passing, and five year graduation rate, and LIS did not meet expectations or had significant disparities in the same areas, when compared to all MPS students.

* 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?

In addition, we examined MCAS data, local screening assessment data (e.g. STAR), student and family annual survey data, DESSA data, and ACCESS data to crosswalk those data points with the data on the heat map. The analysis showed that SWD and LIS are performing lower than all students and, in particular, student and family data indicate that they also feel less of a sense of belonging in MPS. DESSA results are also lower for SWD and LIS, indicating lower social-

emotional skills in these subgroups as well. The analysis indicates that these disparities exist across all domains for SWD and LIS, which tells us that we need to address these issues using a holistic lens, providing a combination of academic, social-emotional, wellness, family, and community supports.

*** 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.**

Students with disabilities, Low-income

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. *The composition of your district’s “Lowest Performing Students” group can be accessed via the [security portal](#).*

* **Please confirm that your district will use DESE’s three-year targets for increasing performance for the “Lowest Performing Students” group in ELA and math.**

If applicable, propose additional three-year targets for addressing persistent disparities in achievement for one or more student groups by subject matter and grade level.

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.**

Annually, MPS conducts a Family Opinion Survey (FOS) (all families, PK-12) and a Student Opinion Survey (SOS) (students grades 5-12). We use the results of these surveys to inform our practices moving forward. Specifically, the School Committee uses the results to draft its annual goals in the summer, which inform the Superintendent's annual goals, the leadership team's goals, and educators' goals. In addition, our SEPAC meets throughout the school year and their input is solicited and used to inform our practices around serving the needs of SWD. Our ELPAC functions in the same way.

*** 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.**

We will use the 2024 FOS and SOS results as a baseline for determining the level of family engagement with parents/caregivers of students in our targeted groups (i.e. SWD, LIS). Each year, we will use legacy questions and participation rates of future surveys to measure the increase in family engagement. In addition, we will collect data on participation in SEPAC, ELPAC, and in other family supports and events throughout each year.


*** 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.**

Collaboration with the groups listed above, along with input provided by stakeholders through the 2023 and 2024 Family Opinion Survey and Student Opinion Survey (2024 versions closed on March 14, 2024) informed the development of this plan. From the surveys, we learned that some of our families of students in the targeted subgroups did not have a strong sense of belonging in MPS and our family groups (SEPAC, ELPAC members who come from low income households) stated that they have difficulty navigating the system that is public education. A social worker charged with bridging those gaps is the plan outlined and is a direct result of input from families of the selected student subgroups. Throughout the three years of this plan, we will use subsequent surveys and continued work with parent groups (e.g. SEPAC, ELPAC, School Councils) to monitor the effectiveness of our plan and to make adjustments if needed.

*** By checking this box, I affirm that my district engaged with the following stakeholder groups in the development of this plan as required by law: parents/caregivers, special education and English learner parent advisory councils, school improvement councils, and educators in the school district.**

*** By checking this box, I confirm that my district's school committee voted to approve the Student Opportunity Act Plan.**

*** Date of school committee vote:**

03/20/2024 

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

*** 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.**

Currently, we have a strong foundation of supports for social-emotional learning and behavioral health needs, including the following:

- Counselors at each building - relatively low student to counselor ratio from PK-12
- Evidence-based professional development for staff including: Think:Kids Collaborative Problem Solving, Inclusive Practices, Mental Health First Aid, Trauma-Informed Schools, Anti-Defamation League of New England's anti-bias training and curriculum materials, RULER, and many others
- Partnerships with community agencies (e.g. Gosnold counselors providing therapy services in each school, Alternative Peer Groups, wrap around service providers, Cape Kid Meals, etc.)

One of the areas we lack is support for families in accessing and coordinating all of the resources available in the schools and in the community.

By June 2027, we will have hired a district-wide social worker who will provide support to students, families, and staff around having an holistic plan for students who need it, particularly SWD and LIS.

*** 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 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.**

Funds will be allocated to support the salary for a 1.0 FTE district-wide social worker.

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

Guidance and Psychological

Clear

Search...

Select All/ Deselect All

- Administration
- Instruction Leadership
- Classroom & Specialist Teachers
- Other Teaching Services
- Professional Development

Instructional Materials, Equip., and Tech.

Guidance and Psychological

Pupil Services

Operations and Maintenance

Employee Benefits/Fixed Charges

SPED Tuition

Other

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

The same metrics from those noted in Section 4 (surveys, access to services) will be used to monitor progress. In addition, data points noted on the District Heat Map (e.g. absenteeism, discipline data, graduation rates, achievement and growth data, etc.) will be used.

EBP 1.1C Positive School Environments

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

EBP 1.2A Effective Student Support System

EBP 1.2B Comprehensive Tiered Supports

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