**FY25 SOA Plan Progress Report Template**

*Note: For reference only. Progress reports will be submitted in* DESE’s[*Grants Education Management System*](https://mass.egrantsmanagement.com/default.aspx?ccipSessionKey=638742972400355647)*(GEM$)*

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| **Key Evidence-Based Programs in District’s SOA Plan** |
| **In this section, you will indicate which evidence-based programs are detailed in Section 5 of your district’s SOA Plan (FY25-FY27)** |
| ***Submission items in this section*** |
| 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)*** |
| **Section 1: Summary of Progress to Date (Academic Year 2024-2025)** |
| **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 |
| ***Submission items in this section*** |
| ***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? ***open response*** |
| ***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?***open response*** |
| ***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   ***open response*** |

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| **Section 2: Key Changes to Your Plan and Next Steps in Implementation** |
| **In this section, you will:**   * describe any key changes or amendments to your district’s SOA Plan (if applicable) * 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) |
| ***Submission items in this section*** |
| 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.)* ***optional open response*** |
| 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? ***open response*** |
| **Section 3: Engaging Families/Caregivers and Other Stakeholders** |
| **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. |
| ***Submission items in this section*** |
| 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. ***open response*** |
| 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)* ***open response*** |
| 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? ***open response*** |

# FY25 SOA Plan Progress Report – Submission Checklist

*Please take a few moments to review your SOA Plan Progress Report to ensure that it addresses all the items in the checklist below before submitting it in GEM$. DESE’s reviewers will use this checklist as they review SOA Plan Progress Reports once they are submitted.*

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| Overall Progress Report | |
|  | *Is the narrative throughout the progress report:* |
|  | using asset-based (free of deficit-based) language about students, staff, and families? |
|  | accessible to a general audience? *(e.g., succinct, jargon-free, includes enough detail to understand what is happening in the district, your schools, and in your classrooms)* |
|  | responsive to the items in the template? |
|  | centered on student groups identified as experiencing disparities and/or their families/caregivers? |
| Key Evidence-based Programs in Plan | |
|  | Are the correct evidence-based program boxes checked? *(i.e., the EBPs identified in Section 5 of your district’s SOA Plan?)* |
| Section 1: Summary of progress in FY25 | |
|  | *Implementation Activities—Does the narrative highlight the following:* |
|  | what the district is doing differently this year to launch or strengthen the implementation of the EBPs in its SOA plan? *(i.e., not simply describing business as usual)* |
|  | how student groups experiencing disparities are benefiting from this implementation? |
|  | where implementation has experienced challenges and how they are being addressed *(if relevant)*? |
|  | *Early Evidence of Change—Does the narrative highlight the following:* |
|  | examples of early evidence of change that are drawn from progress monitoring data? |
|  | how early evidence of change indicators are related to your implementation of EBPs? |
|  | reflection about indicators for which change is taking place more slowly than anticipated *(if relevant)*? |
|  | *Progress in Closing Disparities for Student Groups—Does the narrative highlight the following:* |
|  | interim and/or longer-term measures of improvement for student groups experiencing disparities? |
|  | reductions in disparities in interim and/or longer-term outcomes for student groups experiencing them? |
|  | progress the district is making in meeting targets for the lowest performing students group? |
|  | reflection on where improvements and gap-closing are taking place more slowly than anticipated *(if relevant)*? |
| Section 2: Key changes to plan and next steps in implementation | |
|  | *Does the narrative highlight:* |
|  | key changes or amendments to the district’s SOA Plan *(if applicable)*? |
|  | next steps in implementation for academic year 2026-26, focusing on approaches to expand, deepen, and/or strengthen implementation of evidence-based programs in SOA Plan? |
| Section 3: Engaging families/caregivers and other stakeholders | |
|  | *Family/caregiver Engagement—Does the narrative highlight:* |
|  | 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 increased or improved family/caregiver engagement—particularly for families/caregivers representing student groups experiencing the greatest disparities*. (Either using the metrics described in SOA Plan, or other relevant metrics)* |
|  | *Stakeholder engagement in SOA Plan—Does the narrative highlight:* |
|  | the ways in which your district communicates about SOA plan implementation progress and outcomes with different stakeholder groups? |
|  | the strategies used to solicit feedback and input on the progress and implementation and outcomes? |
|  | examples of feedback it is hearing from different stakeholder groups and whether/how it impacts plan implementation? |
|  | examples from stakeholder groups representing student groups targeted in SOA Plan? |