Student Opportunity Act Plan

Fairhaven

# Commitment 1: Focusing on Student Subgroups

*Student subgroups requiring focused support to ensure all students achieve at high levels in school and are successfully prepared for life.*

* English learners and former English learners Students with disabilities
* Low income/economically disadvantaged students
* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)
* African American/Black students
* Asian students
* Hispanic or Latinx students
* White students

*The rationale for selecting these student subgroups.*

We have committed to establishing a plan to teach ALL children to learn to read by no later than third grade so that ALL may read to learn. This continuum of literacy will enable ALL students to read actively, critically, and competently for a variety of purposes.

We are embracing this initiative to change the status quo in schools. What if we stopped labeling our students? Special education, regular education, gifted. We have created labels as a way to help us better understand children, and as a way to try to find help for those children for whom learning is a complicated process. We still look for special education to be the answer for our learners who are complicated. It is a system that requires that a child fails. We need to change the status quo of a system that requires a child to fail to meet the standard to get specialized help. We need be there for our educators when they say, "I need help to meet the needs of this learner." *(Carrie Thurston, Changing the Status Quo in Schools)*

**Commitment 2: Using Evidence-Based Programs to Close Gaps**

## Focus Area 1: Research-based early literacy programs in pre-kindergarten and early elementary grades (E, F, and G)

At the Fairhaven Public schools we are embracing research based practices that are strong predictors of later outcomes in literacy.

In the fall of 2019, we began working with CSS, an early literacy consulting company led by Carrie Thurston. CSS has designed a model of RtI Restructure which has resulted in remarkable literacy outcomes for schools. Through the program Changing the Status Quo in Schools, our teachers receive professional development, resources, and individual consultation from Carrie Thurston in order to make sure every student moves toward meeting or exceeding standards.

Today, we continue our work with CSS. Teachers are expected to use the resources and expertise of Carrie Thurston as the primary source of instructional practices as part of our K-2 early literacy initiative.

The mission means that we embrace all of our early readers as children with great potential.

It means that we do not wait for students to fail to meet the standard before they receive specialized help. It means we provide teachers with the tools to help students attain higher literacy standards with the goal of students meeting literacy proficiency before entering 1st grade.

In November, 2020, we were pleased to learn that the newly released Mass Literacy guide was in complete alignment with our initiative.

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| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **K - 2 Literacy** | **251.220** | **Classroom & Specialist Teachers** |

**Commitment 3: Monitoring Success with Outcome Metrics and Targets**

*Outcome metrics that will be used to measure progress in closing gaps for selected student groups.*

* Student Achievement: English language arts (ELA) achievement as measured by average scaled scores on MCAS
* Custom District Metric 1: Fountas and Painnell Guided Reading Benchmark Assessment System (BAS)
* Custom District Metric 2: i-Ready

**Commitment 4: Engaging All Families**

*District plans for ensuring that all families, particularly those representing identified student subgroups most in need of support, have access to meaningful engagement regarding their students’ needs.*

This initiative is the number one priority of our District Improvement Plan which reads: Implement with fidelity our established plan to teach ALL children to ready by no later than third grade, so that ALL may read to learn.

**Certifications**

*Certification that stakeholders were engaged in accordance with the Student Opportunity Act.*

We engaged our entire elementary teaching staff with full professional development. We sent teams of teachers for training. These trained educators engage with their faculty and staff to promote good practice during professional development time and during teacher preparation time. Our elementary administrative team is engaged with our educators and our consultant on an on-going basis to make needed adjustments to practice. We engaged our families with support documents and links to this initiative. We have presented at multiple school committee meetings regarding this initiative and the progress toward its completion. We continue to make this initiative an actionable portion of both our District and School Improvement Planning process.

*Certification that School Committee has voted (or is expected to vote on the district’s Student Opportunity Act Plan.*

Date of Approval: January 27, 2021