Student Opportunity Act Plan

Marblehead

# 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
* African American/Black students
* Hispanic or Latinx students

*The rationale for selecting these student subgroups.*

Embedded throughout Marblehead Public Schools' District Improvement Plan is the ongoing commitment to providing all students with rich and rigorous opportunities to reach their full potential and excel in postsecondary life. However strong this commitment is, we recognize that not all student groups have experienced the same level of success to date. Based on a review of district data sources, our Latino students, black students, English learners and students with disabilities are not experiencing the same level of MCAS outcomes and graduation rates as peers. We also noted that students within these specific subgroups report lower engagement in school as measured by the Department of Elementary and Secondary Education VOCAL data.

We are committed to educational equity and will strategically work to close achievement and opportunity gaps where they exist. This important work will require not only the collective efficacy of district staff, but also of Marblehead families and community.

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

Focus Area 1: Increased personnel and services to support holistic student needs (C and/or D)

In its search for excellence, Marblehead Public Schools is committed to adopting strategies that focus on meeting the needs of all of our students in the areas of mathematics and reading, including the needs of diverse student groups. We intend to deepen and enhance our work on two important initiatives underway, both under the evidence-based program categories of increased personnel and services to support holistic student needs (SOA program categories D) and supporting educators to implement high-quality aligned curriculum.

Response to Intervention

MPS is in the process of selecting a new evidence-based mathematics curriculum in Grades K-6 for implementation in the fall of 2021-2022. A committee of administrators

and teachers are currently vetting evidence-based programs and will select a program by mid-March. Initial professional development for all staff will be provided through the district's budget this spring and through the summer.

With the adoption of the new math program, and in conjunction with the district's focus on data-driven instruction, we are looking to build teachers' capacity to analyze data and to implement targeted interventions for identified students. The district will use SOA funds to add a district interventionist, whose responsibility will be to provide job-embedded, MTSS professional development around the implementation of targeted interventions within K-6 math classes.

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|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **District Interventionist** | **70,000** | **Instructional Leadership** |
| **2** | **MTSS Professional Development** | **10,000** | **Professional Development** |

## Focus Area 2: Increased personnel and services to support holistic student needs (C and/or D)

Literacy

To prevent summer learning loss, MPS is launching an intensive Summer Literacy program for our elementary students demonstrating gaps in understanding. Students will be identified for the program based on district benchmark data. Through this initiative, students will receive evidence-based reading instruction in the mornings, free of cost. This program, designed to close achievement gaps for targeted populations of students, will provide intensive literacy instruction to students identified with decoding and fluency deficits.

MPS intends to target thirty (30) students to participate in this Summer Literacy Program, which will be held 4 days/week, from 9:00am-12:00pm. Students will be identified for participation based on district literacy benchmark assessment data, which currently shows discrepancies in literacy progress rates for our ELE students, students of color, and students with disabilities. The program will be staffed with one coordinator, two certified teachers, and two support staff. The program will run for a total of six weeks throughout July/August. By utilizing evidence-based methodologies and interventions provided by MTSS, the ultimate goal of this program is to provide intensive, targeted interventions to close achievement gaps for students early in their academic careers.

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|  | **FY21 budget item** | **Amount (enter number, do not use the $ character)** | **Foundation Category** |
| **1** | **Staffing for Summer Literacy Program** | **10,000** | **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
* Student Achievement: Mathematics achievement as measured by average scaled scores on MCAS
* Student Growth: ELA mean student growth percentile (SGP)
* Student Growth: Mathematics mean student growth percentile (SGP)
* English Language Proficiency: Progress made by students towards attaining English proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years).
* Custom District Metric 1: District Intervention pre and post test data
* Custom District Metric 2: Pre and post teacher survey rating professional development effectiveness
* Custom District Metric 3: Principal walk thru data collecting evidence of interventions present during Core Math
* Custom District Metric 4: Lexia (evidence-based literacy program) pre and post test data
* Custom District Metric 5: Fundations (evidence-based phonics program) pre and post data
* Custom District Metric 6: The ongoing collection of data throughout 2021 - 2022 academic year track student progress - Designed and tracked by Program Coordinator

**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.*

Marblehead Public Schools recognizes that family engagement is critical to ensuring successful outcomes for all students. We are committed to implementing more effective communication pathways for parents around practices they can use to support their students, including family math nights and parent education on how to support early learners with reading.

As part of a recent revision of our TAT (teacher assistance team) process, we will be working to promote and ensure parent participation at these meetings for students who may be having difficulty acquiring math or reading skills. This will include a clear process for how student progress is communicated to families, as well as providing parents with at home interventions to support their struggling student(s). Data collected from both named programs will be used in these meetings to inform parents of student progress and develop further interventions.

In an additional effort to connect and support parents of struggling learners, parents of students that participate in the summer reading program will be provided at home interventions to extend targeted learning in the home in a fun and engaging way.

We will measure the engagement of families who benefit from these interventions and opportunities with a survey to measure parent perception of program effectiveness.

**Certifications**

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

On July 1, 2020 a new leadership team began in Marblehead. Upon review, there was no designated SOA plan previously developed by either the interim Superintendent or Assistant Superintendent to be resubmitted for consideration.

In the 15 school days since the Commissioner's re-release of SOA funds, the Office of Teaching and Learning has engaged building principals and assistant principals, lead EL staff, the district literacy specialist, members of the Office of Student Support, as well as incorporated parent feedback in the planning process.

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

Date of Approval: Pending