Student Opportunity Act Plan

Marshfield

# 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.*

* High Needs students (defined as any student who is economically disadvantaged, has a disability, or is an English learner/former English learner)

*The rationale for selecting these student subgroups.*

The vision of Marshfield Public Schools states, "In partnership with our community, MPSD provides safe, positive, and productive learning environments that meet the diverse academic, social, and emotional needs of all students." In addition, our mission is to provide a "safe, healthy, and collaborative learning environment that fosters respect and responsibility, empowering all to achieve their maximum potential." Historically, our high needs subgroup of students achieves at a lower level on standardized tests and show diverse needs and levels of reading achievement on elementary assessments. Our goal is to ensure that, starting at an early age, all of our students build a foundation of literacy skills and a love of learning that will carry with them throughout their school years and beyond.

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

Our district has begun to focus on improving literacy skills of all elementary students. We are working on developing a solid foundation of phonemic awareness and phonics skills, as well as students' reading and writing skills.

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

Marshfield Public Schools has begun to implement the Fountas & Pinnell Benchmark Assessment System in all of our elementary schools in order to identify students at risk, as well as progress monitor all students. We have

recently implemented Fundations in grades K-2 to focus on phonemic awareness and phonics skills and build a solid foundation for students. In addition, we are deepening our knowledge of Readers' Workshop and are seeking to implement some of these practices into Writers' Workshop as well, having just adopted the Calkins Writing Units of Study. Our Reading Specialists have been instrumental in the selection, training, and monitoring of all of these practices, and all teachers have received initial training in all programs.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **FY21 budget item** | **Amount: enter number, do not use the $ character** | **Foundation Category** |
| **1** | **Reading Specialists (7)** | **718,000** | **Classroom & Specialist Teachers** |
| **2** | **Training/PD for BAS, Fundations, Writing Units of Study** | **40,000** | **Professional Development** |
| **3** | **Writing Units of Study Virtual Learning Kits** | **10,000** | **Instructional Materials, Equipment, and Technology** |
| **4** | **Fundations Materials** | **14,000** | **Instructional Materials, Equipment, and Technology** |

**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 Growth: ELA mean student growth percentile (SGP)
* Custom District Metric 1: BAS scores
* Custom District Metric 2: Fundations Assessments

**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.*

Families are provided with information regarding student progress in literacy. They have multiple opportunities throughout the year to meet with teachers about their child's strengths and areas for improvement. Families can also engage through School Councils and PTOs, where literacy is can be a topic for discussion. In addition, we provide reports at televised School Committee meetings regarding our literacy initiatives, as well as our district achievement data.

**Certifications**

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

Prior to this school year (due to COVID), School Councils at the elementary level have set goals around literacy, seeking input

from parents on their school improvement plans. Parents receive updates on district activities through televised School Committee meetings, as well as information on district achievement data.

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

Date of Approval: Pending