

Marblehead Public Schools
Student Opportunities Act Plan
2024-2027

Student Opportunity Act (SOA) Plan Requirements

The Student Opportunity Act requires each district to create an evidence-based plan for reducing persistent disparities in achievement across student groups, which must be submitted for the commissioner’s review on a three-year cycle.

Section 1: Summarize your District’s Plan

The Marblehead Public School (MPS) District is committed to serving all students and ensuring an equitable learning environment for all students. Our goal is to fully align teaching & learning, PreK-12, with our multi-tiered system of support (MTSS) framework to ensure all students meet or exceed academic & social-emotional learning expectations. MPS educators use evidence-based programs to address disparities in performance between student groups in our district, and accelerate the improvement of all of our students. Our MTSS model provides an essential framework that focuses on system-level change across our classrooms, schools, and District to meet all students’ academic, social-emotional, and behavioral needs, including students with disabilities and English Learners (ELs). Our school improvement plans for each school includes goals to work to effectively integrate MTSS to support all learners. Furthermore, teachers, instructional coaches, and building principals participate in Professional Learning Community meetings to examine data, monitor student learning, and plan for aligned instructional delivery. Data sources the administration team and faculty use to examine students’ progress and inform instruction and intervention includes: iReady Diagnostic, iReady Literacy Tasks, WIST (word identification and spelling test), MCAS, ACCESS, and common assessments. The implementation of aligned, high-quality math and English Language Arts (literacy) curriculum in the last few years has been a major step forward for our District to ensure equitable access to core instruction.

For the next three years, MPS will focus on increasing academic achievement of all students, including our **English Learners** and **students with disabilities**, while supporting their social-emotional well-being by:

- 1) Implementing a multi-tiered system of support (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.** *MPS will provide a comprehensive set of Tier 1 social-emotional learning (SEL) and academic support as part of the MTSS framework for grades K-12. Disparities in ELA and math MCAS performance among English learners and students with disabilities can be reduced with a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed to address students’ needs.*
- 2) Selecting and skillfully implementing high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning.** *MPS will engage teachers in professional development linked directly to the curriculum and establish a process to regularly monitor the effectiveness of curriculum implementation. For example, we support multilingual learners by aligning the newly adopted Wit & Wisdom literacy curriculum (grades K-6) to accelerate language development and increase the percentage of English learners in grades K-8 making progress on the ACCESS. Additionally, MPS will administer a reliable early literacy screening assessment in grades K-3 and provide interventions to meet students’ learning needs. Disparities in performance between student groups are apparent as early as Kindergarten, and are particularly apparent in reading, emphasizing the need for early literacy interventions, as evidenced by percentage of ELs below grade level on iReady diagnostic assessments.*

Section 2: Analyze Your Data and Select Student Groups for Focused Support

MPS is a coastal, suburban district on the North Shore in the Commonwealth that serves 2770 students. Our student population is 83% white, 8.4% Latino, 2.6% African American/Black, and 1.3% Asian. In addition, 31.8% of our students are in the “high needs” subgroup, which is comprised of students who belong to one or more of the following student groups: students with disabilities, English learners (ELs) and former ELs, and students from low income families.

In addition to our local data sources, MPS uses the “Student Learning Experience Report” and “Student Outcome Comparison Tool” as data points to explore and examine the potential causes of equity gaps and what they mean for

student learning outcomes. After reviewing both internal and external data sources, we identified our **students with disabilities** and **English Learners** as the two groups of students with significant disparities in learning outcomes.

According to [DESE](#), students in the “high needs” subgroup are making “Moderate progress toward targets.” When diving deeper into the data, disparities in learning outcomes are evident among students in this subgroup. Our students with disabilities have demonstrated disparities in MCAS performance as evidenced by a 23 point lower scale score on the ELA MCAS and a 21 point lower scale score on Math MCAS as compared to their general education peers’ scale scores. Our ELs also have disparities in MCAS performance with their scale score reflecting a 25 point lower scale score in ELA and 24 point lower scale score in Math as compared to their native English speakers peers.

The disparity exists in the learning outcomes for students in the “high needs” subgroups, specifically students with disabilities because students in these subgroups have a disability that affects their learning experience, possibly from their youngest years as a learner, and English Learners, who are working to meet the fluency level of native English speakers. As envisioned by DESE, we will continuously work to ensure all MPS students, including our students in the “high needs” subgroup, are taught by effective, well-prepared, and culturally responsive educators who hold them to high standards and have the materials and professional learning they need to advance students' academic and linguistic development simultaneously.

For the next three years, **MPS will focus on increasing academic achievement of our English Learners and students with disabilities, while supporting their social-emotional well-being** by implementing targeted professional development to strengthen tier 1 instruction, expand on tier 2 and 3 academic and social-emotional supports. Currently, we do not have a social-emotional universal screener, so we will implement one, starting in grades K-6, to support students as part of our MTSS framework and provide educators with data on how students are developing their social-emotional learning skills. MPS seeks to increase targeted professional development to support educators’ capacity to teach students with disabilities and multilingual learners. Finally, literacy support in grades K-3 helps strengthen literacy and foundational reading skills for our youngest learners. We will expand the intensive summer literacy program to use Foundations (evidence-based phonics program) and math intervention programs. We will collect pre and post data, with a focus on ensuring access to ELs and students with disabilities.

In summary, our deeper analysis has revealed **two critical areas requiring attention**:

- 1) Implementing a multi-tiered system of support (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.**
- 2) Selecting and skillfully implementing high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning.**

Submission Questions

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?

MPS identified students with disabilities and ELs as demonstrating the most significant disparities in assessment data. When examining the data, there is a gap between the percentage of students with disabilities and ELs meeting or exceeding on Math, ELA, and Science MCAS and their native speaking general education peers. Additionally, our iReady diagnostic assessment data (grades K-8) indicates a deficit gap in reading and math achievement for students with disabilities and ELs when compared to their native English speaking general education peers.

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?

The best way to address these disparities identified in our data sources is by enhancing our comprehensive tiered supports, increasing MTSS professional development for educators, and targeting Academic Support and Acceleration for students with disabilities and ELs.

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?

Students with disabilities and ELs

Section 3: Set Ambitious Three-Year Targets for Improving Student Achievement

MPS will use the District’s MTSS framework to enhance academic supports and interventions that provide all students, particularly students with disabilities and multilingual learners, equitable access to deeper learning. Each year, MPS examines our MCAS ELA and Math data to identify the lowest performing student group and track progress in gap-closing among students in the lowest performing subgroups. Our focus for the next three years is to improve academic achievement of our students in our “high needs” group. As we actively employ strategies outlined in this plan, we will measure progress through iReady diagnostic assessments three times a year and the culminating MCAS results.

We will integrate professional learning opportunities for teachers with a focus on grades K-6 for professional development focused on supporting literacy and math fluency for students with disabilities and multilingual learners.

To prevent summer learning loss, MPS will host an intensive Summer Literacy and Math program as a targeted academic support program for our elementary students in Kindergarten through grade 3 who are demonstrating gaps in understanding. Through this initiative, fifty students will receive evidence-based reading and math instruction. This program, designed to close achievement gaps for students by providing intensive literacy and math instruction to students identified with decoding and fluency deficits. By utilizing evidence-based methodologies and interventions, the ultimate goal of this program is to provide intensive, targeted interventions to close achievement gaps for students early in their academic careers.

Key Initiatives:

1) Implementing a multi-tiered system of support (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development. *MPS will provide a comprehensive set of Tier 1 social-emotional learning (SEL) and academic support as part of the MTSS framework for grades K-12. Disparities in ELA and math MCAS performance among English learners and students with disabilities can be reduced with a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed to address students’ needs.*

2) Selecting and skillfully implementing high-quality and engaging instructional materials that support culturally and linguistically sustaining practices and foster deeper learning. *MPS will engage teachers in professional development linked directly to the curriculum and establish a process to regularly monitor the effectiveness of curriculum implementation. For example, we support multilingual learners by aligning the newly adopted Wit & Wisdom literacy curriculum (grades K-6) to accelerate language development and increase the percentage of English learners in grades K-8 making progress on the ACCESS. Additionally, MPS will administer a reliable early literacy screening assessment in grade K-3 and provide interventions to meet students’ learning needs. Disparities in performance between student groups are apparent as early as Kindergarten, and are particularly apparent in reading, emphasizing the need for early literacy interventions, as evidenced by percentage of ELs below grade level on iReady diagnostic assessments.*

In summary, MPS is committed to the following acceleration targets:

- Increase MCAS ELA and Math average composite scaled score for ELs and students with disabilities to meet achievement targets set by DESE each year.

Below is a chart of the 2024 achievement targets for MPS set by [DESE](#):

	ELA Non-high school	ELA high school	Math Non-high school	Math high school	Science Non-high school	Science high school
EL and former	492.1	(fewer than 20)	492.7	(fewer than 20)	494.7	(fewer than 20)

EL		students tested - no target set by DESE)		students tested - no target set by DESE)		students tested - no target set by DESE)
Students with a Disability	485.2	492	485.9	494.4	488.5	494.5

Submission Questions

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. **yes**

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. **N/A**

Section 4: Engage Families/Caregivers and other Stakeholders

Marblehead Public Schools engages in on-going efforts to seek family and other stakeholder participation. An area of focus is our English Language Education (ELE) program, specifically with our English Language Parents Advisory Council. We recently shifted the ELE program to our Office of Teaching and Learning to enhance the connection between students, teachers, curriculum, professional development, and family engagement. We anticipate a more robust English Learners Parent Advisory Council (ELPAC) with this shift. Additionally, we have an engaged Special Education Parent Advisory Council (SEPAC) which meets regularly and collaborates with District leaders in efforts to continuously improve our special education program.

Submission Questions

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.

Each of our five schools has an active and engaged School Advisory Council made up of parents, staff, community members, and administration. The SAC advises the building principal with the development of school improvement plans and examines relevant school data to help inform their recommendations. Additionally, newsletters are regularly sent to families from teachers, school leaders, and central office administrators. We do seek to increase the frequency of ELPAC meetings and our membership at ELPAC meetings. We will also work with our ELPAC and SEPAC groups to get principals and staff to participate in those scheduled meetings.

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?

We will use a tiered approach to increase family engagement with parents/caregivers of students in targeted groups. Our Tier 1 approach, for all families, will include instituting a survey to identify the best format for parents to meet and communicate with (Talking Points online translation, etc.) to increase family engagement. Our Tier 2 approach will be to utilize our SEPAC & ELPAC meetings to give presentations about MTSS at parent meetings, as a result of feedback received from parents during the development of our SOA plan. For our Tier 3, we will schedule individual parent meetings, as needed, to ensure we are continuously making an effort to engage our families.

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?

We engaged different stakeholder groups in the development of our three-year SOA Plan. MPS school administrators and district leaders helped support the development of this SOA Plan. A draft of this SOA Plan was shared with faculty,

parents, School Advisory Council members, Parent Council Leaders, ELPAC, and SEPAC. These stakeholders provided input on this SOA Plan via a survey and perspectives of the groups were integrated into this plan. Additionally, the MPS School Committee will review the SOA Plan on March 21, 2024. We will regularly share relevant data and information at forthcoming School Committee meetings to keep our school community informed of our implementation of this plan.

Confirm that your school committee voted to approve this plan and provide the date of the vote.

Yes, March 21, 2024

Section 5: Select Evidence Based Programs to Address Disparities in Outcomes

1) Focus Area 1.2: Implement a multi-tiered system of support (MTSS) that helps all students progress both academically and in their social, emotional, and behavioral development.

Evidenced Based Programs:

- **1.2B Comprehensive Tiered Supports:** Provide a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed.

Marblehead Public Schools (MPS) will work to enhance their current MTSS framework by increasing implementation of Tier 1 SEL curriculum (Responsive Classroom and Second Step) and adding a universal SEL screener grades K-6 (the Devereux Student Strengths Assessment, DESSA). MPS will also examine the academic interventions offered to students as part of the MTSS framework for grades K-12, which includes targeted academic support. Disparities in ELA and math MCAS performance among English learners and students with disabilities can be reduced with a comprehensive set of tiered supports for all learners across all three domains - academic, social/emotional, and behavioral - that are culturally sustaining and universally designed to address students' needs.

2) 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.

Evidenced Based Programs:

- **2.1B Supporting Curriculum Implementation:** Engage teachers in professional development linked directly to the curriculum and set up a process to regularly monitor the effectiveness of curriculum implementation. **(57750)**

- **2.1D Early Literacy Screening and Support:** Administer a reliable early literacy screening assessment to identify students who require additional support. Provide research-based interventions tailored to each student's learning needs and delivered by appropriately trained staff members.

MPS will continue to engage teachers in professional development linked directly to the curriculum and establish a process to monitor the effectiveness of curriculum implementation. For example, we support multilingual learners by aligning the Wit & Wisdom literacy curriculum to accelerate language development and increase the percentage of English learners in grades K-6 making progress on the ACCESS. Additionally, MPS will administer a reliable early literacy screening assessment in grade K-3 and provide interventions to meet students' learning needs. Disparities in performance between student groups are apparent as early as Kindergarten, and are particularly apparent in reading, emphasizing the need for early literacy interventions, as evidenced by percentage of ELs below grade level on iReady diagnostic assessments.

Submission Questions

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 over the next three years (FY25 + FY26 + FY27), across all funding sources? Total allocation should be cumulative. **\$77,000 (FY25) + \$77,000 (FY26) + \$77,000 (FY27) = \$231,000**

Describe the anticipated allocation of funds to this EBP in more detail.

Not getting SOA money, but allocating our increase in Chapter 70 funds over the next three years.

The total investment in evidence-based strategies over the next three years will total **\$231,000**

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

Instruction Leadership

Classroom and Specialist Teachers

Professional Development

Instructional Materials, Equip., and Tech.

In addition to the lowest-performing student group target, what metrics will your district use to monitor progress on this EBP? Please keep in mind that you will be asked to report on progress on the target and metrics in your annual update to DESE starting next year.

MPS will use:

Increase in percentage of students meeting or exceeding on Math, ELA, and Science MCAS

Increase in MCAS Student Growth Percentile (SGP) on Math and ELA MCAS

Increase in diagnostic assessment performance in reading and math