**Student Opportunity Act Plan: SY 2021-2023**

***Abby Kelley Foster Charter Public School***

# → Commitment 1: Focusing on Student Subgroups

**Which student groups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?**

The Abby Kelley Foster Charter Public School strategic plan prioritizes recruiting, developing, and retaining high quality school personnel in all areas while committing to invest in our employees, encourage innovation, and celebrate success. Additionally, we are committed to providing our students with a rigorous and

well-rounded education which reflects the mission of liberal arts and character formation while preparing every student for academic success, college and career readiness, and active participation in a global community.

Student learning is monitored throughout the year with the use of both formal and informal assessments. These assessments provide useful information for our data teams and administration. Curriculum, instruction, and assessment are adjusted as needed to support student learning. A review of student data indicates increasing academic support services for our special education, English leaner and economically disadvantaged populations. The students have been identified based on I-Ready, MCAS, internal and external assessments and the Response to Intervention Teams.

# → Commitment 2: Using Evidence-Based Programs to Close Gaps

**What evidence-based programs will your charter school adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will be allocated to these programs?**

## Supporting educators to implement high quality, aligned curriculum

Abby Kelley Foster Charter Public School will continue to empower the curriculum coordinators at each school (Elementary, Middle and High) to provide support to educators in the area of curriculum selection, development, and implementation, as well as data analysis and professional development. The Curriculum Coordinators guide educators through prioritizing and aligning standards in curriculum design to ensure a guaranteed and viable curriculum for all students. When the analysis of student assessments identifies that there is a need for a new curriculum, the coordinators investigate curriculum programs, organize trial pilots, and promote supplementing programs when Massachusetts standards are not addressed or additional emphasis is needed on specific areas. They also facilitate common planning while reiterating the Understanding by Design model for all curriculum development. Curriculum Coordinators work with district leadership to advise teachers on specific instructional strategies. The curriculum coordinators guide teachers through data informed decision making. This data is also used to determine building level professional development needs. Curriculum coordinators continue to plan and support implementation of high quality curriculum and professional development to improve student outcomes.

## Diversifying the educator/administrator workforce through recruitment and retention

Abby Kelley Foster Charter Public School is committed to recruit, develop, and retain a diverse and talented staff who will maintain high expectations and achievement for all students while creating a culture of care and respect. Building and nurturing relationships with our students, staff, and families is a priority. These relationships are central to our Mission and to students' learning. Abby Kelley Foster Charter Public School has recently convened a Diversity-Equity-Inclusion Committee that has representation from teachers, families, students, community members, administration and Board Members. The goal of the Committee is to ensure that Abby Kelley will continue to be an inclusive and culturally responsive learning environment where staff, faculty, and administration continue to provide a high quality education that benefits all students.

This year, the committee will develop and oversee the implementation of a Diversity-Inclusion-Equity plan that includes initiatives paired with measurable goals and actions focused on continuous improvement for all students. To support the goals of the DEI Committee, we propose the following action items as part of our plan:

* Creating, distributing, and analyzing a survey for students, staff, and families that will measure the student perceptions of teaching and learning and the culture of our school community. We will be using Panorama or a similar tool for these surveys.
* Using the results of the surveys, as well as other informed conversations, Curriculum Coordinators, along with the DEI Committee will establish relevant professional development opportunities on culturally responsive teaching practices and brain based learning research.
* The DEI Committee will work with our Subject Matter Expert (consultant) to determine in partnership with Curriculum Coordinators potential guest speaker(s) for students, staff, and families who will broaden the understanding and support to create a culture of care and respect that will improve the educational outcomes for all students.
* The District will use services like Nemnet as well as an intentional approach to broaden our recruitment strategies with the goal of increasing our staff diversity through our hiring practices.
* The District will support teacher leadership opportunities and professional growth that are incentivized through stipends, career advancement, and allocated reimbursement for coursework especially in the areas of cultural competency.

AKFCS intends to use SOA funding to deepen and broaden the important work that has been started with our DEI Committee. The additional resources will help to provide the continued professional development and growth, as well as, strengthen relationships with our students, staff, and families.

**Evidence-based program #1: Supporting educators to implement high quality, aligned curriculum**

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **1****Foundation Category** |
| Curriculum Coordinators | 175,000 | Professional Development, instructional leadership |
| Team Leaders, Department Heads, | 350,000 | Hiring school personnel that best support improved student |

1 The foundation categories are: Administration; Instructional Leadership; Classroom & Specialist Teachers; Other Teaching Services; Professional Development; Instructional Materials, Equipment, and Technology; Guidance and Psychological; Pupil Services; Operations and Maintenance; Employee Benefits/Fixed Charges; and Special Education Tuition.

|  |  |  |
| --- | --- | --- |
|  |  | performance |
| Instructional Coaches | 100,000 | Hiring school personnel that best support improved student performance |
| **Evidence-based program identified by the Department:** | Supporting educators to implement high quality, alignedcurriculum |
| **SOA program categories:** | D hiring school personnel and E increased PD |

**Evidence-based program #2: Diversifying the educator/administrator workforce through recruitment and retention**

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Professional Development | 25,000 | Professional Development |
| Staff Recruitment | 20, 000 | Professional Development |
| Classroom teachers | 50,000 | Employee Benefits/Fixed Charges |
| **Evidence-based program identified by the Department:** | Diversifying the educator/administrator workforces through recruitment and retention |
| **SOA program categories:** | D hiring school personnel and E increased PD |

# → Commitment 3: Monitoring Success with Outcome Metrics and Targets

**Department Outcome Metrics:**

* English language arts (ELA) achievement
* Mathematics achievement
* Science achievement
* ELA mean student growth percentile (SGP)
* Mathematics mean SGP
* Four-year cohort graduation rate
* Extended engagement rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)
* Annual dropout rate

# → Commitment 4: Engaging All Families

**How will your charter school ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the charter school regarding their students’ needs?**

The mission of the Abby Kelley Foster Charter Public School is to assist parents in their role as primary educators of their children by providing a classical liberal arts education grounded in the great works of Western Civilization and aimed at academic excellence, musical competence and character formation. Parental support is critical to our School’s success.

Abby Kelly Foster Charter Public School provides a unique educational opportunity to all students, regardless of ability or English proficiency. After extensive research on effective instructional practices, Abby Kelley Foster Charter Public School implements an academic program which supports all types of learning styles.

Student academic and behavior expectations must be consistently shared between AKFCS and parents. Parents are expected and encouraged to take an active role in their child’s education and our teachers and administrators are focused on establishing and maintaining strong working relationships with our families. The school’s accountability plan and student recruitment and retention plan includes goals and objectives to support special education students, English learners, and economically disadvantaged students in the district.

Parents have the opportunity to participate in a number of parent/community involvement activities. Parent involvement opportunities may include, but are not limited to: Back to School Night, Parent Teacher Organization meetings, Parent Advisory Council, literacy nights, parent teacher meetings, International Baccalaureate Program Information nights, College and Career information nights, College Finance Information, Social Emotional Workshops, Watch Dogs, Board of Trustee meetings and volunteering during the school day or after school programs. The School provides all parents/guardians with monthly newsletters detailing academic programs/support services, school events and activities. All notices are distributed to each student and available on the School’s website. Parents also receive quarterly report cards and progress reports. The English Language Director is responsible for translations.

# Certifications:

* **By checking here, I certify that our charter school has engaged stakeholders in our community in accordance with the Student Opportunity Act**

**Please summarize your stakeholder engagement process, including specific groups that were engaged:**

The Abby Kelley Foster Charter Public School Board of Trustees held various listening sessions with members of the school community which includes students, parents, teachers, and staff. The school community supports increasing the diversity of the school staff and increasing opportunities to collaborate with outside service providers for the benefit of our students.

The Diversity, Equity, and Inclusion Committee has been holding regular meetings since in March 2019 and has continued throughout the current school year both in person and virtually. The members of the committee are committed to increasing professional development, bringing awareness to, and enhancing teaching practices to ensure Abby Kelley Foster Charter Public School is an inclusive and culturally responsive learning environment.

The following stakeholders engaged in the process include: Board of Trustees; Executive Director; Elementary, Middle and High School Principals; Assistant Principal of High School/Curriculum Coordinator, Director of Special Education; Middle School Curriculum Coordinator; and the Diversity, Equity, and Inclusion Committee, which includes the Board Chair, Elementary Curriculum Coordinator, Subject Matter Expert, parents, 8th Grade Special Education Teacher, High School Art Teacher, and High School Students.

* **By checking here, I certify that the Abby Kelley Foster Charter Public School Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote:** 7/29/20 **Outcome of vote:** approved on a roll call vote of 6-0