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

***Academy of the Pacific Rim Charter School***

# Commitment 1: Focusing on Student Subgroups

The majority of APR students are students of color (93.3%) and just under 50% of our students come from low income backgrounds. Thus there are opportunity gaps for the majority of our students, and we look to close such gaps first with our deeper learning instructional program for all. There are also programs which look to close the opportunity gap for all students in both the middle and high school. In the middle school, for example, we look to provide tutoring, supports and opportunities such as Breakthrough Collaborative. In the high school there are similar supports along with programs such as offering dual enrollment for juniors and seniors.

There are also achievement gaps within our population. For example, the 2019 MCAS shows: English Learners (middle school comparison because of small numbers in high school):

* the scaled score of English Learners for grades 3-8 ELA was 480.9 vs. 496.5 for all students.
* the scaled score of English Learners for grades 3-8 math was 480.9 vs. 491.4 for all students. Special Education: (middle school comparison because of small numbers in high school):
* the scaled score of students with IEPs for grades 3-8 ELA was 491.0 vs. 496.5 for all students.
* the scaled score of students with IEPs for grades 3-8 math was 477.6 vs. 491.4 for all students.

From student and family surveys we know our deeper learning curriculum and assessment work is showing promise. We know that we are improving the ways that students see themselves and the relevance of the curriculum: 85.1% agree or strongly agree that, “My class readings and materials include people and examples that reflect my race, cultural background and/or identity.” At the same time, our staff is just under 50% BIPOC and our students are over 90% BIPOC.

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

## Supporting Educators in Deeper Learning

In the 2017-18 school year we adopted a three-year strategic plan, built upon input from all stakeholders (students, parents, teachers, administrators and board members). We revisit this plan annually and assess against benchmarks throughout the year. Our choice of evidence-based programs is built upon our work over the past three years to build out deeper learning as our instructional model. We have found that teachers have fully engaged in summer professional development, both on-line and

in-person, and that they have spent extra time developing new curriculum units over the course of the year. In year two of the plan (last year) teachers were provided a $500 stipend each semester for roughly 10+ hours of work to build deeper learning tasks and then units.

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| **FY21 budget item** | **Amount** | **Foundation Category[1]** |
| Summer PD on Deeper Learning | $22,000 | Classroom and Specialist Teachers, Employee Benefits |
| Stipends for developing curric units | $54,000 | Classroom and Specialist Teachers, Employee Benefits |
| **Evidence-based program identified by the Department:** | Supporting Educators to implement high-quality aligned curriculum |
| **SOA program categories:** | E and F |

## Dual Enrollment Pathways for Struggling Students

Over the past four years we have created “pathways” in our high school that are designed to meet student interest and needs and encourage opportunities for dual enrollment. We have built partnerships with Ben Franklin Institute of Technology, Wentworth University, and Bunker Hill Community College.

These pathways meet individual student needs and encourage credits and college readiness, particularly for students who have historically struggled at APR. While many students continue to take AP coursework or advanced Mandarin courses, there are some students who need early college exposure and a better onramp (financially and programmatically) to higher education. Adding two teachers to our high school would allow us to schedule robust dual enrollment and thus better meet the needs of our students, particularly those who struggle.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| 2 HS Teachers (math and ELA) | $240,000 | Classroom and Specialist Teachers, Employee Benefits |
| **Evidence-based program identified by the Department:** | Early College programs focused primarily on students under-represented in higher education |
| **SOA program categories:** | H and I |

## Special Education and English Learners

Our Special Education Program Self-Assessment as well as our annual review of our English Learner program has resulted in shifts to our program and an intentional grade-level focus by special educators and English Learner Educators. In order to fully build out our system of supports and provide inclusion services within our program we need to add two inclusion teachers. In addition, adding an ELE teacher would allow us to fully build out the middle and high school programming for these students.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| + 2 Inclusion Teachers | $160,000 | Classroom & Specialist Teachers, Employee Benefits |
| + 1 ELE Teacher | $80,000 | Classroom & Specialist Teachers, Employee Benefits |
| **Evidence-based program identified by the Department:** | Inclusion/co-teaching for students with disabilities and English Learners |
| **SOA program categories:** | D |

## Teaching Fellows

In the 2017-18 school year we adopted a three-year strategic plan, built upon input from all stakeholders (students, parents, teachers, administrators and board members). We revisit this plan annually and assess against benchmarks throughout the year. From our strategic “diversity, equity and inclusion” goals we have created a teaching fellows program for four teachers. This program is also designed to build support for students and teachers during a year of assumed remote and hybrid instruction.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| 4 Teaching Fellows | $240,000 | Other Teaching Services, Employee Benefits |
| **Evidence-based program identified by the Department:** | Diversifying Educator Workforce |
| **SOA program categories:** | D and H |

## Summer Academic and Enrichment Camp

In 2020 we were supported by a state grant to provide FEV Tutors to students and these students made significan gains in reading and math. We would like to rebuild the summer program which allowed students to complete remediation, acceleration and 1:2 tutoring for 3-4 weeks during the summer.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| FEV Tutoring | $22,000 | Oter Teaching Services |
| Supplies, Materials, Enrichment | $2,000 | Instructional Materials, Equipment, and Technology |
| **Evidence-based program identified by the Department:** | Acceleration Academies and/or Summer Programming |
| **SOA program categories:** | A, D, F |

# Commitment 3: Monitoring Success with Outcome Metrics and Targets

1. **Department outcome metrics:**
	* First semester college matriculation rate higher than 90%
	* Third semester college persistence

rate higher than 85%.

1. **Custom metrics (must include targets as well):**
	* Student VOCAL survey average for

APR higher than the state-wide average in the categories of Engagement, Cultural Competence and Participation.

**Commitment 4: Engaging All Families**

The Academy of the Pacific Rim Charter Public School recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on providing opportunities for all students and in supporting student subgroups, it is important that we find ways to effectively engage all of our families and all of the guardians and caregivers of students across subgroups. We have a parent on our board and have a Family Council that meets monthly to review data and provide input into school programming. We recognize that existing family engagement opportunities at our school may not be effective in reaching all families, and continue to find ways to provide seamless translation for all linguistic subgroups (mainly Spanish and Haitian Creole) as well as informal ways to build connections with the school.

# 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:**

In creating our strategic plan we engaged all stakeholders in our community – students, parents and caregivers, teachers, staff and board. We continue to engage families and board through attention to indicators of progress towards our strategic plan goals. We have added a parent to our board of trustees this year and we work actively with our special education parent advisory council.

## ☒ By checking here, I certify that the Academy of the Pacific Rim Board of Trustees approved our Student Opportunity Act Plan.

**Date of vote: 1/27/21 Outcome of vote:** The APR board voted unanimously to approve this plan.

[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.