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

***Match 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?**

Match Charter Public School (MCPS) is committed to the success of all its students as it prepares them for success in college and beyond. Based on a review of our student data, we have determined that our students with mild to moderate disabilities and students with chronic absenteeism are the student groups which require focused support.

Our MCAS achievement data from 2019 showed that we have yet to close the gap between our students with disabilities and their general education peers. In both ELA and Math, our students with disabilities are meeting and exceeding expectations at a much lower rate than their general education peers. Large differentials, of up to 39%, exist between students with disabilities and general education students across all tested grade levels and content areas.

Additionally, we have decided to prioritize our students with low engagement and chronic absenteeism because students in this group also are not achieving at the same rate as their peers who are not chronically absent. This is particularly true in grades 3-8. Here we have differentials ranging from 7% to 26%.

→ **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?**

1. **Inclusion for students with disabilities (SWD).**

At Match, we firmly believe in the inclusion model for our students. We have made an investment in recent years and will continue to invest in the recruitment and retention of high-quality special educators who can co-teach with our general education teachers. We have recently added two new special education inclusion teachers to our staffing model, and we plan to staff these positions over the next three years. We also are investing in a Network Special Education Coordinator to absorb some of the operations and compliance work within the portfolios of our Special Education Directors. Therefore, Special Education Directors can focus more on coaching and developing our inclusion teachers to increase their capacity of serving students with IEPs in our inclusion model.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Special Education Teachers (2) | 100,000 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charges |
| Network Special Education Coordinator (1) | 100,000 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charges |
| **Evidence-based program identified by the Department:** | | Inclusion/co-teaching for students with disabilities |
| **SOA program categories:** | | D (hiring school personnel) and E (PD) |

1. **Increased personnel and services to support holistic student needs (C and D)**

To better support the holistic needs of students and their families, starting in FY21, we invested in a Network School Psychologist. This role will work with our student support teams to better assess and serve the needs of students. We believe this will ultimately help us increase engagement and attendance of our most vulnerable students because we will be providing more robust supports.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Network School Psychologist (1) | 100,000 | D hiring School Personnel |
| **Evidence-based program identified by the Department:** | | Increased personnel and services to support holistic student needs |
| **SOA program categories:** | | D (hiring school personnel) and E (PD) |

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

**What metrics will your charter school use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of Department metrics or provide your own.**

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| 1. **Department outcome metrics:**    * Improved ELA mean SGP for all groups    * Improved Math mean SGP for all groups    * Decreased chronic absenteeism for all groups | **2) Custom metrics (must include targets as well):** |

→ **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?**

Family engagement is a major priority at Match. We firmly believe that we cannot do our best work with students if we are not authentically engaging and partnering with the families of our students. We currently engage with families via phone calls and texts (that happen biweekly at a minimum), family conference and IEP meetings, assigning case managers to all students with IEPs and including both students and families in our high school RTI process. In addition to the targeted engagement above, we also engage with families via our family councils, SEPAC, and ELPAC. Further, we also have two parent trustees and have formed board committees that also include parents.

We will measure increases in family engagement based on these efforts by monitoring attendance at IEP meetings and various council meetings, as well as family call data.

**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 determining our plan, we engaged our Academic Board Committee, our Family and Community Engagement Board Committee, and our school leaders.

**✓☐ By checking here, I certify that Match Charter Public School’s Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote: 12/15/20 Outcome of vote: Approved**