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

***Atlantis Charter 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 high-needs subgroup represents the largest subgroup at Atlantis, comprising 61.7% of the student population, and it registers lower relative performance than other large subgroups. Accordingly, the high-needs subgroup will be the primary focus of the school’s SOA plan. (<https://profiles.doe.mass.edu/accountability/report/district.aspx?linkid=30&orgcode=04910000&orgtypecode=5&&fycode=2019>)

→ **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?**

**Evidence-based program #1: Co-teaching**

For almost a decade, Atlantis has implemented growing co-teaching capabilities and resources across its K-12 grade span. Title I interventionists, behavior specialists, counselors, and support staff integrate in classrooms to provide both targeted and class-wide support. While the school’s high-needs subgroup will be the primary focus of expanded co-teaching and interventionist support under the SOA, the program will benefit all students across all subgroups.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Co-Teacher Salaries | $200,466 | Classroom and Specialist Teachers |
| Support Staff Salaries | $157,882 | Pupil Services |
|  |  |  |
| **Evidence-based program identified by the Department:** | | Co-Teaching |
| **SOA program categories:** | |  |

→ **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.**

*[Fill in this table with at least 3 metrics. Answer question: How will these chosen metrics demonstrate the reduction of opportunity or achievement gaps for specific groups of students?]*

|  |  |
| --- | --- |
| 1. **Department outcome metrics:**    * English language arts (ELA) achievement    * Mathematics achievement    * ELA mean student growth percentile (SGP)    * Mathematics mean SGP | **2) Custom metrics** |

→ **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?**

Atlantis has developed (and continues to develop) a robust Parent Group with full-time staff dedicated to acting as liaison between the Parent Group and the school’s teachers and administration. The school leverages newsletters, email, social media, and in-person meetings and events (prior to and after COVID restrictions) to engage families and regularly commissions surveys to collect more formalized feedback. The school will use existing parent engagement metrics (participation, survey responses, etc.) to measure increased engagement related to the school’s SOA plan.

**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 school used its standard annual parent survey as well as emergency outreach related to pandemic planning to inform the development of this plan

**By checking here, I certify that the Atlantis Charter School’s Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote: 2/24/2021 Outcome of vote: Unanimous approval**

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. [↑](#footnote-ref-1)