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

***Baystate Academy Charter Public School***

→ **Commitment 1: Focusing on Student Subgroups**

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

As referenced in our annual strategic plan and multi-year goal statements, Baystate Academy has narrowed the work of the district into four major buckets; teaching and learning, culture and climate, social-emotional and mental, and special population student support. It is our belief that if resources (financial/human) are properly allocated in these areas, we will increase student opportunities to meet goals as outlined in the school mission.

Over the last 4 years, the enrolled and retention rate of students in the subgroup special education has averaged 20%. This number is above the state four-year average of 17.5 %. District data reflects not only an increase in student enrollment but a disproportionate proficiency rate as determined by the state annual assessment and internal assessments. (MCAS, NWEA, iReady). For the purpose of this plan, efforts will be made to focus on the area targeted student supports, specifically inclusion, and co teaching for special education and English language learners. Students in these subgroups have difficulty accessing the curriculum and state standards. Baystate Academy has shifted practices to increase exposure and access to grade-level curriculum materials and ensure all staff understands the differences between accommodations and modifications.

Special Education MCAS Data /English Language Learners MCAS Data:

**Special Education Enrollment Data**

|  |  |  |
| --- | --- | --- |
| **Year**  | **Percentage of Students - BACPS**  | **Percentage of Students - State**  |
| **2020- 2021**  | **20.7%** | **18.7%** |
| **2019- 2020** | **19.9%** | **18.4%** |
| **2018- 2019** | **20.2%** | **18.1%** |
| **2018- 2017** | **19.1%** | **17.7%** |

**English Language Learners Enrollment Data**

|  |  |  |
| --- | --- | --- |
| **Year**  | **Percentage of Students - BACPS**  | **Percentage of Students - State**  |
| **2020- 2021**  | **8.7%** | **10.5%** |
| **2019- 2020** | **8.9%** | **10.8%** |
| **2018- 2019** | **13%** | **10.5%** |
| **2018- 2017** | **14.2%** | **10.2%** |

→ **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?**

**Inclusion and co-teaching for students with disabilities and English language learners.**

Baystate Academy will evaluate the efficacy of their special education and English as a Second Language model of instruction to determine effectiveness and areas of growth. This process will include the use of a state-approved vendor. In addition, we will implement system-wide professional development to support general education teacher instruction of special education students and English language learners with the implementation of universal instructional strategies. Furthermore, the district has partnered with a state-approved vendor to provide professional development on co-teaching models, strategies, and implementation.

|  |  |  |
| --- | --- | --- |
| FY21 Budget Item | Amount | Foundation Category |
| Inclusion teachers (2) | $160,000 | Specialist teachers, employee benefits/fixed charges |
| Co-teaching PD | $50,000 | Professional development  |
| Evidence-based program identified by DESE | Inclusion/co-teaching for SPED/ELL students |
| SOA program category | D (hiring school personnel) and E (PD) |

**Continue the use of supplemental academic supports for targeted subgroups**

Increase supplemental services for additional academic support outside of the school day through the use of special education tutoring services will continue for the next three years. An addition of academic enrichment courses will be used to support language development and mathematics fluency for grades 6th- 9th with the support of paraprofessionals. This will include increasing staff in the special education and English language learners department. BACPS will continue its work to support educators to implement the high-quality aligned curriculum to accelerate and remediate student learning as determined by assessment data.

|  |  |  |
| --- | --- | --- |
| FY21 Budget Item | Amount | Foundation Category |
| Para-professional (3) | $150,000 | SPED/ELL paraprofessionals, employee benefits/fixed charges |
| Curriculum development | $10,000 | Professional development  |
| Evidence-based program identified by DESE | Increased personnel and services to support holistic student’s needs (C and D) |
| SOA program category | D (hiring school personnel) an F (purchase of curriculum material) |

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

**What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups?**

|  |  |
| --- | --- |
| **DESE Metric** | **Baystate Academy Metrics** |
| * MCAS English Language Art mean SGP
* MCAS Mathematics mean SGP
* Four-year cohort graduation rate
* ELA, Math, and Science Growth for ELs, SWDs, and Economically Disadvantaged Students
* High School Completion for ELs, SWDs, and ED students
* Attendance rate (reduction of chronic attendance) for ELs and SWD
* Progress made by students towards attaining English language proficiency

(percentage of students meeting annual targets calculated to attain Englishproficiency in six years) | * Quarterly student climate data
* Internal interim assessments (English language arts, mathematics, and science) for ELs and SWD
* Quarterly classroom observations focused on co-teaching best practices
 |

→ **Commitment 4: Engaging All Families**

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

Baystate Academy Charter Public School understands and recognizes that family engagement is an integral component of a successful school-family partnership. It is imperative that we find ways to effectively engage families, specifically targets subgroups outlined in the plan. These measures actions include:

* Increase the use of a home visit to engage families and to increase dialogue between teachers and families.
* Introduction of a co-teaching model for all special education and English language learners
* Implementation of targeted interventions during the instructional day and Saturday supports to help prepare struggling students for MCAS assessments
* Continuation of bi-annual meetings with families of identified subgroups. (special education and English language learners)
* Partnering with community-based organizations in Springfield to use local resources and facilities to engage families
* Distribute a bi-annual community and family survey.
* Continuation of plans to administer the Youth Truth School Culture Survey
* Continue student-led conferences three times a year.

**Certifications:**

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

Baystate Academy Public Charter School has partnered with SchoolWorks, EL Education and Rodriguez Educational Consulting Agency in the development and implementation of our strategic plan. This plan also includes input from our faculty, board of directors and SPED parent advisory group.

[x]  **By checking here, I certify that the Baystate Academy Charter Public School Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote: January 14, 2021 Outcome of vote: Approved**