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

***Brooke Charter School***

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

In this plan, we outline focused supports that will benefit Black students and economically disadvantaged students.

We have chosen these groups in part because they represent the largest share of our student population (53% of our students identify as Black, and 54% have been identified as economically disadvantaged).

Furthermore, analysis of 2019 MCAS data show achievement for these sub-groups of students that most often falls below achievement levels for the school population as a whole.

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| % of Student Exceeding or Meeting Expectations on 2019 MCAS |
| ELA | Grades 3-8 | 10th grade |
| All Students | 74% | 76% |
| Black | 71% | 77% |
| Economically Disadvantaged | 71% | 73% |

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| --- |
| % of Student Exceeding or Meeting Expectations on 2019 MCAS |
| Math | Grades 3-8 | 10th grade |
| All Students | 76% | 82% |
| Black | 72% | 80% |
| Economically Disadvantaged | 74% | 86% |

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

In this plan, we outline two evidence-based approaches we will continue to pursue in order to help our students further boost their achievement.

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

Our central focus as an organization is to ensure high-quality instruction. As DESE cited in the document on evidence-based programs, we have been similarly moved by the report, *The Opportunity Myth*, authored by The New Teacher Project, which shows that our instruction as a nation, across the board, lacks rigor, but that this is particularly true for low-income students and students of color. We hire more instructional leaders than most schools in part to allow principals and assistant principals the opportunity to work closely with a smaller number of teachers (typically around 10) in order to provide frequent constructive feedback to ensure that our teachers are challenging our students sufficiently in the classroom. The budget line item below reflects that investment in instructional leadership. We will continue these investments over the next two years and will consider expanding our investment in professional development if the necessary resources are available.

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| 25% of salaries of principals and assistant principals | $450,000 | Professional Development |
|  |  |  |
|  |  |  |
| **Evidence-based program identified by the Department:** | Supporting educators to implement high-quality, aligned curriculum |
| **SOA program categories:** | E & F |

**Evidence-based program #2: Providing increased staffing to expand student access to arts and enrichment and strategic scheduling to enable common planning time for teachers**

One essential element to our approach to ensure high-quality instruction in ensuring both that students have the opportunity to learn and experience enrichment and the arts while simultaneously ensuring that classroom teachers have common planning time to plan lessons and units as well as to analyze achievement data. In order to do that, we typically hire 3-4 full-time arts and enrichment teacher at each campus who provide student instruction in the arts while academic teachers have the opportunity to meet, plan, and review data. Doing so allows us to work toward developing the kind of rigorous instruction identified in *The Opportunity Myth*, which benefits all students, but which is particularly important for low-income students and students of color given the general lack of rigor described and documented in *The Opportunity Myth*. The budget item below reflects that investment. We will continue these investments over the next two years, and will consider hiring more instructional staff if the necessary resources are available.

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| K-7 arts and enrichment teachers | $1,300,000 | Classroom and Specialist Teachers |
|  |  |  |
|  |  |  |
| **Evidence-based program identified by the Department:** | Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers |
| **SOA program categories:** | B & D |

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

We believe that if we are successful at further improving our approach to the priority areas described above, it will manifest itself in increased proportions of students meeting or exceeding expectations on MCAS tests in mathematics, ELA, and science at each grade level administered.

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| --- |
| **Department outcome metrics:*** + ELA achievement
	+ Math achievement
	+ Science Achievement
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→ **Commitment 4: Engaging All Families**

Our principle approach to ensuring that families have the opportunity to engage with the school regarding their students’ needs is through developing a strong working relationship between family and teacher. All teachers meet with families one-on-one prior to the school year in order to allow teachers the opportunity to listen to parents’ analysis of their kids’ current strengths and weaknesses, and their hopes and concerns for their childrens’ further growth. All families commit to attending parent conferences with teachers at the end of each term. And teachers commit to proactively communicating with families throughout the year. Improving our approach in these areas means doing all of these things better, with an even higher rate of parent participation.

**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:**

Families have the opportunity to provide input on our approach to the evidence-based strategies described above through our school-based parent involvement councils. Each year, each council has the opportunity to provide input on our Title I Schoolwide Plan, which features the approaches described. We have not yet presented this SOA template formally to families for their input and feedback, as it does not represent a departure as of yet from current practice.

[x]  **By checking here, I certify that the [insert name of charter school’s] Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote: Outcome of vote:**

Board vote on Wed, February 10th. Approved unanimously.

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)