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

***Codman Academy 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?**

Our mission is to provide an outstanding, transformative education that prepares students for success in college, further education and beyond. We hold ourselves to this high standard for all of our students and have identified two subgroups to offer additional support to in the near future: *English Language Learners* and *High Needs Students*.

The majority of our school population are identified as High Needs: 77% in SY21. MCAS achievement generally, and for the High Needs group in particular, is in need of improvement, with significant numbers of students scoring in the Partially Meets category, just short of demonstrating proficiency (e.g. 6th grade Math performance in 2019, where 75% scored Partially Meets vs. 5% Meets or higher).

Our English learner population is on the rise, growing from 5% in 2016 to 12.7% in 2020. We’ve needed to grow staff and program to meet student need. Both groups would benefit from additional resources to support growth toward proficiency.

→ **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: Achievement Network Interim Assessments/PD and Instructional Coaches**

Students in grades 2-11 complete Achievement Network (ANet) formative assessments in ELA and Math three times a year. Based on ANet’s success in our Lower and Middle Schools, we expanded our administration of ANet to grades 9-11 in SY20.

Our Instructional Coaching team has been at its current 4 coach capacity since SY20. Instructional Coaches review each teacher’s lesson plans and provide feedback on a weekly basis, meet regularly to discuss student progress and support strong implementation of standards-aligned data cycles. We use a full-year Professional Learning Community model within the Instructional Leadership Team’s professional development sessions to allow for more collaborative, narrow adult learning experiences.

The combination of ANet and Instructional Coaching allows for teachers to identify trends for re-teaching across groups of students and for individual students. We envision the model as being particularly beneficial for English learners and High Needs students.

|  |  |  |
| --- | --- | --- |
| **SY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Instructional Coaches | $335,000 | Instructional Leadership; Employee Benefits/Fixed Charges |
| Achievement Network | $50,000 | Professional Development; Instructional Materials, Equipment, and Technology |
|  |  |  |
| **Evidence-based program identified by the Department:** | Supporting educators to implement high-quality, aligned curriculum  |
| **SOA program categories:** | D) Hiring school personnel that best support improved student performanceE) Increased or improved professional development |

**Evidence-based program #2: Tutorial Program**

Our Tutorial program provides individual tutorial supports for students needing Tier 2 intervention in grades 5-10.Students in tutorial receive targeted instruction on areas of academic need, identified through a diagnostic assessment. In SY21 tutors offer push-in and pull-out academic support. The aim is to have an additional layer of support to move students to proficiency. We hope to expand the program to grades 3-10 in future years.

|  |  |  |
| --- | --- | --- |
| **SY21 budget item** | **Amount** | **Foundation Category** |
| Tutors | $210,000 | Classroom & Specialist Teachers; Employee Benefits/Fixed Charges |
| Tutorial Program Materials and Supplies | $15,000 | Instructional Materials |
|  |  |  |
| **Evidence-based program identified by the Department:** | Inclusion/co-teaching for students with disabilities and English learners |
| **SOA program categories:** | D) Hiring school personnel that best support improved student performanceF) Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks |

→ **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.**

|  |
| --- |
| 1. **Department outcome metrics:**
	* Improved English language arts (ELA) achievement
	* Improved Mathematics achievement
	* Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years)
 |

→ **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?**

CACPS deeply values its relationships with students’ families, with CACPS parents serving on the Board of Trustees and working at the school as staff members. This ensures that the family perspective is taken into account for decisions made across all levels of the school. As our partners in delivering a transformative education, collaborative and culturally responsive communication with families around students’ academic progress and social emotional well-being is an ongoing Codman priority. This includes calling home and inviting parents into the school on a regular basis, with an emphasis on positive, proactive conversations versus negative, reactive conversations. CACPS has implemented a number of systems to encourage and support teachers contacting home, including a school-wide Family Contact log that is reviewed weekly by the SEL team in order to provide appropriate training and support to teachers as needed, along with incentivizing positive contacts via monthly recognition and gift certificates to local businesses.

Families are invited into the school on a regular basis, with efforts made to ensure they feel welcome and included in their children’s education. Codman uses an automated calling system, School Messenger, to distribute important information to students and families, and all school messaging is communicated via multiple modes of communication (email, phone call, and text messaging) and can be translated into different languages to meet the different needs and communication styles of each family. CACPS also provides translators as needed for individual family meetings, and all materials sent home are translated into families’ home languages. Monthly Parent Council meetings provide opportunities for families to come together across all grade levels and provide their feedback and suggestions on school initiatives and policies in addition to accessing continued learning opportunities for themselves. Families are also invited to chaperone school trips and attend student music, theatre, and dance performances, art showcases, and Celebrations of Learning, giving them an opportunity to play an active role in their children’s learning. Each year, we invite families to meet their children’s new teachers at our annual Back to School Night, and families are invited in at the conclusion of each trimester to discuss their children’s progress in a Student-Led Conference (SLC).

We’ll continue to monitor the Family Contact Log, and measure attendance at Parent Council, and Student-Led Conference participation.

**Certifications:**

[x]  **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 producing this plan we used data from Family Surveys, Family Contact logs, and Parent Council meetings. Academic growth toward proficiency is on our families’ wish list for our school.

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

**Date of vote: February 2, 2021 Outcome of vote: Approved**

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)