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

***Cape Cod Lighthouse 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 mission of the Cape Cod Lighthouse Charter School has a central focus on providing all of our students with a rigorous and comprehensive curriculum that reaches beyond the material in the curriculum frameworks. We aim to use our SOA funding to improve outcomes for students of color, students with disabilities and low income students. Historically, MCAS performance of students with disabilities lag behind others at our school. Although students of color and low income students tend to perform on a par with the general population at our school on MCAS tests, there is a gap in internal assessment performance for low income students and students of color. We aim to develop systems and opportunities to close these gaps.

→ **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: Community partnerships for in-school enrichment and wraparound services.** CCLCS employs a wide range of strategies to create the conditions necessary for students to have a firm foundation from which to succeed socially and academically. Our School Psychologist, School Nurse and school administrators all provide counseling resources for students in structured and ad-hoc environments. These past few years, we have had great success in partnering with Gosnold, Inc. to contract with professional counsellors to address deeper student needs. We hope to be able to expand this program from 30-100% to meet the high demand that exists in our school community. Although these services are used by all students, to date they have been particularly effective in helping students in the subgroups we would like to target in our SOA initiatives. (CONDITIONS FOR STUDENT SUCCESS-C)

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Gosnold Counselor | $5,000 | Guidance and Psychological |
| Service Integration PD | $5,000 | Professional Development |
|  |  |  |
| **Evidence-based program identified by the Department:** | | **Community partnerships for in-school enrichment and wraparound services.** |
| **SOA program categories:** | | CONDITIONS FOR STUDENT SUCCESS |

**Evidence-based program #2: Increased personnel and services to support holistic student needs.** CCLCS’ tiered intervention programs are coordinated by a wide range of staff members under varying circumstances. The addition of a Student Services Coordinator would allow for greater tracking of student performance, coordination of services, as well as data collection and integration. (TARGETED STUDENT SUPPORTS-C and D)

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Tiered Intervention Coordinator | $70,000 | Pupil Services, Employee Benefits/Fixed Charges |
|  |  |  |
|  |  |  |
| **Evidence-based program identified by the Department:** | | **Increased personnel and services to support holistic student needs** |
| **SOA program categories:** | | CONDITIONS FOR STUDENT SUCCESS |

[Add additional evidence-based program names, descriptions, and budget tables as needed]

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

|  |  |
| --- | --- |
| 1. **Department outcome metrics:**    * Improved ELA mean SGP for all targeted subgroups    * Improved Math mean SGP for all targeted subgroups | **2) Custom metrics (must include targets as well):**   * + Improved benchmark project averages for all targeted subgroups |

→ **Commitment 4: Engaging All Families**

CCLCS understands the role that family relations play in fostering strong student performance. This is especially crucial for students in the categories targeted in this plan. Presently, CCLCS engages families through multiple means- weekly mass communications, fall Open Houses and potlucks, CPAC meetings, special programming nights, accessible electronic student data platforms and teacher conferences. The resources provided from the SOA will allow our Tiered Intervention Coordinator to develop and oversee specialized communication plans with targeted families. This should result in deepened relationships that will positively affect student performance.

**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:**

We engaged families through multiple surveys and virtual Open Houses at each grade level. In addition, all families are encouraged to engage the Executive Director at any time through the school phone, his email and his personal cell phone. Data indicated that families have high satisfaction with the school’s communication and student support systems. School staff are continuously engaged through meetings and PD workshops, and the School Board reviews data dashboards monthly. School staff and a few parents agreed that better coordination of tiered intervention programing would be a great benefit to our school.

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

**Date of vote:** January 25, 2021 **Outcome of vote:** Unanimously 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)