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

***Community Day Charter Public School - Prospect***

→ **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?**

As noted in our annual report, key design elements of Community Day Charter Public Schools reflect the core belief that ALL students can meet challenging standards and graduate from grade 8 prepared for success at the high school level. It is our goal to continue and deepen evidence-based programs to close opportunity and achievement gaps.

The Community Day Charter Public Schools (CDCPS) network serves 1,200 students in Lawrence, MA. Our overall population is 96.2 % Hispanic/Latinx. Overall, the schools have closed the achievement gap for this group of students, with the following data reflecting MCAS student performance:

**2018- 2019 MCAS CDCPS Percentage of Students Meeting or Exceeding Expectations\***

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|  | | | | | | |  | | |  | |  | |  |  |  |
|  | **ELA Grade Level** | | | | | | **Math Grade Level** | | | | | | |
| **3** | **4** | **5** | **6** | **7** | **8** | **3** | **4** | **5** | **6** | **7** | | **8** |
| **CDCPS-Gateway** |  |  |  |  |  |  |  |  |  |  |  | |  |
| 2019 Percent of Students EM | 73 | 74 | 72 | 85 | 76 | N/A | 80 | 84 | 75 | 82 | 85 | | N/A |
| 2018 Percent of Students EM | 86 | 69 | 80 | 74 | N/A | N/A | 90 | 74 | 58 | 74 | N/A | | NA |
|  |  |  |  |  |  |  |  |  |  |  |  | |  |
| **CDCPS-Prospect** |  |  |  |  |  |  |  |  |  |  |  | |  |
| 2019 Percent of Students EM | 66 | 54 | 74 | 76 | 68 | 70 | 62 | 62 | 67 | 79 | 61 | | 60 |
| 2018 Percent of Students EM | 63 | 56 | 67 | 69 | 70 | 82 | 60 | 73 | 71 | 67 | 40 | | 82 |
|  |  |  |  |  |  |  |  |  |  |  |  | |  |
| **CDCPS- R. Kingman Webster** |  |  |  |  |  |  |  |  |  |  |  | |  |
| 2019 Percent of Students EM | **67** | **76** | **86** | **86** | **71** | **N/A** | **74** | **68** | **78** | **81** | **71** | | **N/A** |
| 2018 Percent of Students EM | 71 | 77 | 76 | 78 | N/A | N/A | 71 | 87 | 74 | 78 | N/A | | N/A |

\*CDCPS-Gateway and CDCPS-R. Kingman Webster began in 2012 with K-1 and added a grade-level each consecutive year. N/A denotes where the given grade level did not exist at that specific year.

This data includes 301 English Learners (25.1% EL) and 132 Students with Disabilities (11% SWD). A review of the data shows us that students in these two sub-groups are exceeding the overall percentages of the state performances of these sub-groups, but there are some grade levels and subject levels where they are not experiencing the same level of MCAS outcomes as their peers at school. Additionally, our educator workforce does not mirror our student population: 14.1 percent of our educators represent people of color, compared to 96.0% population of our students.

We are committed to continue our work to ensure all students will achieve mastery of standards and be prepared for success at high school and beyond, with quality programming, staffing, and supports.

→ **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?**

Within the last few years, Community Day Charter Public Schools has focused on an early literacy initiative for our pre-kindergarten and early elementary grades. Researchers believe that it is possible for 90 percent of children to become skillful readers by grade 3, if they receive appropriate instruction (*Castles, Rastle, and Nation 2018*). For our EL and SWD population in particular, it is essential that they receive a suite of instructional practices that enable teachers to provide high-quality, differentiated instruction. CDCPS has adopted the standards-aligned and researched-based curriculum of CKLA (Core Knowledge Language Arts) for pre-kindergarten and early elementary grades. The curriculum not only focuses on skill development for reading but on strong content-area learning (such as science, history/social science and the arts), as these content areas support the schema development for reading and writing ability. This was then paired with creation of roles for Dean of Curriculum and Instruction (DCI) for grades K-1 and grade 2 (in addition to DCI for grades 3-8) to support curriculum development, implementation, and teach real-time coaching. The curriculum was then paired with norm-referenced assessment for early reading to track all students’ progress with NWEA MAP assessment. Alongside these key steps, we plan to continue and deepen our work on two important initiatives:

* 1. **Increase staffing of EL (English Language) teachers to expand existing co-teaching models.** Currently, students benefit from having two teachers in the classroom on a regular basis. The existing model at CDCPS includes co-teaching in Kindergarten 1-Grade 2, three-person teaching teams across two classrooms for Grades 3-6, and a departmentalized model in grade 7 and 8 with one core-subject teacher, and use of extra support teachers where needed for differentiation in the classroom. Students’ progress in relation to grade-level learning standards is continuously monitored; instructional interventions based on student’s assessment results are implemented by teachers who collaborate extensively and share responsibility for each student’s achievement. With focus of early literacy, teaching teams utilize real-time data and progress monitoring during small group instruction to create individualized action plans to foster student growth. Foundational support for reading instruction promotes academic progress for all students, particularly students in sub-groups of EL and SWD.

All students with disabilities and EL students are placed in general education classrooms and EL instructional plans are prepared to outline the subject/instructional focus, the teacher responsible, and the frequency of instruction based on the proficiency level of each student. The teaching teams work together to support those with disabilities or provide the two components of effective Sheltered-English Immersion (SEI) instruction. These include English as a Second Language, also known as English language-development, to help students at the beginning and early intermediate levels of English proficiency to “catch up” to peers who are proficient in English; and sheltered content instruction, which includes a variety of approaches and strategies to make the content of lessons more comprehensible to EL students. The goal if a child in K1-3 is below grade level is to attempt to accelerate growth, i.e. make more than an average grade level growth in a given academic year to accelerate learning and promote mastery of reading by grade 3. As we look to support our earliest learners, and promote academic gains for EL and SWD sub-groups, increasing EL certified teachers to work with teachers or within the general education classroom will increase the capacity for targeted, small group instruction and meeting the individual needs of each learner to promote accelerated progress. Our goal is to pair this with the following:

* Time for co-teachers during teacher orientation/professional development to build rapport and establish roles and responsibilities
* PD for effective co-teaching
* PD for effective use of data to inform instruction
* Scheduling of regular collaboration time

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| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Replacement of fellows and generalists with certified EL teachers for inclusion support (2 per school for 6 total) | $90,000 | Classroom & Specialist Support Teachers, Employee Benefits / Fixed Charges |
| Inclusion PD | $2000 | Professional Development |
|  |  |  |
| **Evidence-based program identified by the Department:** | | Inclusion/ co-teaching for English Language Learners (#7) |
| **SOA program categories:** | | D (hiring school personnel) and E (PD) |

* 1. **Evidence-based program #2: Diversifying our educator workforce.** Our workforce does not mirror our student population. Research shows that diversity in schools, including racial diversity among teachers, can provide significant benefits to students (*Villegas and Irvine, 2010, USHCAS Hiring and Selection Diversity Summary*).

A diverse workforce:

* Provides varied role models for students.
* Improves student outcomes.
* Offers ability to gain multiple perspectives and provide new solutions to challenges.

CDCPS is committed to promoting diversity, belonging, and equity in hiring. We work closely with our Director of Recruitment and Resource Management who currently serves with our CEO, CAO, Director of Strategic Planning, and Director of Parent Outreach on a DEI committee for our school network and management agency The Community Group. Through this committee, we are working with an outside provider who will serve as a long-term partner for DEI analysis, strategic planning, and culturally responsive PD. For recruitment, we are pursuing outreach, partnerships, and referrals to expand talent pipelines and to promote a more diverse workforce. The Director of Recruitment has interviewed current educators of color to determine how we can improve our environment to retain current members and promote more candidates of color. We plan to establish a grant program to support prospective teachers with the costs to prepare for the MTEL and provide these new employees with mentors in the school as part of our efforts to ensure an inclusive workplace for newly-hired educators. To further support an inclusive environment and promote high achievement and engagement for all our students, we will continue to offer culturally responsive PD for all educators.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| MTEL test prep and fees grant | $6,000 | Professional Development |
| Mentor stipends for teachers (4 per school) | $12,000 | Professional Development |
| Culturally Responsive PD | $10,000 | Professional Development |
| **Evidence-based program identified by the Department:** | | Diversifying the educator and administrator workforce (#10) |
| **SOA program categories:** | | D (hiring school personnel) and E (PD) |

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

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| --- | --- |
| 1. **Department outcome metrics:**    * Improved ELA mean SGP for EL and SWD sub-groups    * Improved Math mean SGP for EL and SWD sub-groups    * Improved overall ELA achievement | **2) Custom metrics (must include targets as well):**   * + Student engagement survey (measured by improvements in network-wide survey for questions related to engagement) |

→ **Commitment 4: Engaging All Families**

A crucial element to the success of CDCPS is engaging our parents as partners. Parents, teachers, and school leaders work collaboratively to plan and implement activities and programs that contribute to a culture of collaboration, support for learning, and appreciation for the diversity of languages and cultures present in the school. There are three parent boards available for any member of the CDCPS community to attend bi-monthly: Parent Advisory Board (PAB), Parent Action Council (PAC-focus on families with students with disabilities), and EL-PAC (focus for families with students who are EL learners). Annually, parents attend our Fall School Picnic, Winter Potluck, and Spring Spaghetti Supper. These events provide opportunities for uniform swaps, fundraising for school activities and supplies, and a time for parents, staff, and students to celebrate together outside of school hours. Annual Culture Nights are held for parents to participate in student performance or displays of art, dance, poetry, and other projects that celebrate many aspects of various Hispanic/Latinx Culture. There has been consistent and full (100%) participation in parent/teacher conferences. Parents attended monthly Dad’s Breakfaststhat encourage parents to come visit their children’s classrooms. Parents attend workshops including *Curriculum Nights (*to review curriculum content and resources for a 6-8 week period), *A Day in the Life of a First Grader*, *Helping Your Child with Homework*, *Summer Camp Opportunities for Children,* and *the* *Secondary School Night.*

We recognize that existing family engagement opportunities at CDCPS may not be effective in reaching all families. Therefore, in addition to the ongoing programs and offerings, we have a new Director of Parent Outreach that works directly with families to support a variety of needs. This parent liaison works with school leaders and staff to identify families in need of support and does targeted outreach. This includes home visits, connections for wrap-around services, linkage to community resources, and targeted provisions for any area of needs. This role further allows the school to connect to every family.

**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:**

CDCPS determined focus of initiatives through engagement of the following stakeholders: Network Educators (DEI survey in June and during summer orientation week focus groups), Network Principals and DCI’s (during summer leadership training week), and Parent focus group of PAB, EL-PAC, and PAC members in June 2020. All stakeholder groups noted the need to increase diversity of workforce, and network educators and leaders continue to discuss, particularly during the period of school closure and remote learning, the need to continue to increase EL expertise for our inclusion classrooms and work with students to close gaps in learning and make academic progress. The draft plan was shared and discussed with the CDCPS Board of Trustees as well.

**By checking here, I certify that the Community Day Charter Public Schools Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote:** 1/12/21 **Outcome of vote:** Vote was affirmative

1. [↑](#footnote-ref-1)