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

***Conservatory Lab 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?**

Conservatory Lab Charter School has chosen to focus on economically disadvantaged students and English learners as part of our SOA plan. Over the last four years, CLCS has focused on closing achievement gaps while improving the performance for all students. The three most recent years of MCAS data shows that ELA proficiency has increased by 32% and math proficiency has increased by 22% for students in grades 3-8.

CLCS’s academic improvements have been even more dramatic for economically disadvantaged students. Economically disadvantaged student ELA proficiency increased from 27% in 2017 to 37% in 2019 (a 37% increase), and math proficiency increased from 14% in 2017 to 24% in 2019 (a 71% increase). Non-economically disadvantaged students only increased by 27% in ELA and 10% in math over the same period.

Academic improvements have not been as great for English learners at CLCS. EL ELA proficiency increased from 28% in 2017 to 32% in 2019 (a 14% increase), and math proficiency increased from 20% in 2017 to 23% in 2019 (a 15% increase).

As we look ahead to the next three years, CLCS needs to continue its progress in closing the achievement gap with economically disadvantaged students and make greater improvements with its English learners.



→ **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?**

CLCS will deepen the progress it has made in supporting economically disadvantaged students and English learners by investing in additional staffing, small group instruction and out-of-class tutoring. We believe this is a sustainable investment for the future, aligned with DESE’s approved evidence-based programs, and builds on the school’s prior successful strategies. You will note that some new staff will be supporting both evidence-based programs and have been allocated accordingly.

**Evidence-based program #1: Inclusion / co-teaching for students with disabilities and English learners**

In FY2021 CLCS is adding two new staff members to provide additional ESL instruction in small group settings: another ESL teacher at the lower school and a new reading specialist that will provide part-time ESL instruction. While CLCS already has the required staffing levels to meet the minimum requirements of our English learners, we have found that additional small group instruction and co-teaching allows these students to make progress towards closing the achievement gaps identified earlier.

Beyond these additional staff, select CLCS staff will provide additional out-of-class individualized tutoring for English learners. This tutoring will be vital during this upcoming year while the school is in a hybrid or remote setting.

We do not anticipate the staffing levels to decrease in the following two year and may increase the amount of tutoring depending on the results and funding levels.

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| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
|  ESL teacher |  $70,000 |  Classroom & Specialist Teachers |
|  Reading specialist (0.5 FTE) |  $37,500 |  Classroom & Specialist Teachers |
|  Tutoring |  $5,000 |  Classroom & Specialist Teachers |
|  Benefits for new staff |  $32,250 |  Employee Benefits / Fixed Charges |
| **Evidence-based program identified by the Department:** |  #7: Inclusion / co-teaching for students with disabilities and English learners |
| **SOA program categories:** |  D: Hiring school personnel that best support improved student performance |

**Evidence-based program #2: Research-based early literacy programs in pre-kindergarten and early elementary grades**

Over the last few years, CLCS has invested in its lower school through additional staffing and smaller class sizes. In FY2021, we will be continuing this long-term investment by hiring another reading specialist to support economically disadvantaged students in small group instruction.

Beyond the additional staffing, select CLCS staff will provide additional out-of-class individualized tutoring for economically disadvantaged students during this critical year that may be part hybrid or remote.

We do not anticipate the staffing levels to decrease in the following two year and may increase the amount of tutoring depending on the results and funding levels.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
|  Reading specialist (0.5 FTE) |  $37,500 |  Classroom & Specialist Teachers |
|  Tutoring |  $10,000 |  Classroom & Specialist Teachers |
|  Benefits for new staff |  $11,250 |  Employee Benefits / Fixed Chargest |
| **Evidence-based program identified by the Department:** |  #2: Research-based early literacy programs in pre-kindergarten and early elementary grades  |
| **SOA program categories:** |  D: Hiring school personnel that best support improved student performance |

→ **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.**

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| 1. **Department outcome metrics:**
	* Improved ELA proficiency
	* Improved English language proficiency
 |  **2) Custom metrics (must include targets as well):*** + Improved grade level proficiency for STAR assessments
 |

CLCS will assess the effectiveness of these evidence-based programs by examining the results over time for grade 3 MCAS ELA proficiency, English language development (ELD) levels for English learners and reading at grade level for STAR assessments.

→ **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?**

Due to the pandemic, CLCS has amended its family engagement plan to create recurring Zoom meetings with parents. These meetings will allow for more flexible times for our families to participate. We plan to have recurring Zoom meetings with our parents, especially families of economically disadvantaged students and English learners. These meetings will be held with classroom teachers as well as school leaders. We will measure the effectiveness of this engagement by the number of parents participating on these calls.

**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:**

Due to COVID-19, Conservatory Lab Charter School was limited in its engagement with parents regarding engagement with their students needs as outlined in the report above. However, there was considerable engagement throughout the Spring to engage with our students virtually, and to ensure they had the proper resources to continue learning.

**☒ By checking here, I certify that the Conservatory Lab Charter School Board of Trustees voted on our Student Opportunity Act Plan. Date of vote:** August 6, 2020 **Outcome of vote:** Affirmative

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)