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

***Four Rivers 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?

As a small school, there are few categories with enough students to disaggregate data in meaningful ways. We currently use two data measures for student achievement: external data from MCAS and state accountability and internal data from term standard grades earned in our courses. From both, there are gaps to be addressed in each of these four categories.

* Low income students
* Students with disabilities
* Students of color
* Students by gender

# → 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?

**1: Multi-tiered Systems of Support:** Four Rivers has long provided multiple layers of support to students, with understanding of tiered interventions and what each involves. The school would like to continue implementing these systems, with training and structured procedures to more fully and effectively ensure that all students get the support they need. In these three years, our intent is to implement MTSS more fully.

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Director of Academic Support | $75,000 | Administration |
| Title I Teacher | $50,000 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charges |
| Professional Development | $10,000 | Professional Development |
| **Evidence-based program identified by the Department:** | | Increased personnel and services to support holistic student needs |
| **SOA program categories:** | | (D) Hiring, (E) PD |

**2: Supports to meet the holistic needs of students:** Students need to be well in order to be ready for learning, and their well-being can be affected by all manner of conditions. Our school needs to have in place the personnel and the practices and procedures to support the physical, mental, social, and academic well-being of all our students. The school has positions in place and strives continuously to use them effectively.

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| School Nurse (full-time) | $70,000 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charge |
| School Psychologist (.85) | $85,000 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charge |
| School Counselor (part-time) | $20,000 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charge |
| Wellness Advocate (part-time) | $20,000 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charge |
| Wellness Teachers (2) | $120,000 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charges |
| **Evidence-based program identified by the Department:** | | Increased personnel and services to support holistic student needs |
| **SOA program categories:** | | (C) Social services, (D) Hiring |

# → 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:**
   * Chronic absenteeism (percentage

of students missing 10 percent or more of their days in membership)

* + ELA mean SGP
  + Mathematics mean SGP

1. **Custom metrics:**
   * Effective Learner grades: 90% passing, across subgroups.

→ **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?**

Four Rivers engages families continuously throughout the year and over time, inviting parents, caregivers, and the students themselves to reach out with questions and concerns regarding their learning and what they need to succeed. Ongoing meetings between advisors and students with parents and caregivers provide updates on progress and needs. Still we can do better, with more targeted questions, especially where we see gaps for subgroups, about barriers to learning. Periodic one on one meetings and focus groups might provide more insight into what’s in the way of all students learning well. Family attendance at all meetings and related school events can show us how many are participating.

# 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:**

Four Rivers has conducted annual and periodic surveys with all students and all families. The school has a special education Parent Advisory Committee that has met at least once a year. The weekly electronic newsletter presents a form parents use to share kudos, questions, and concerns. The advisory (Crew) program gives each student and family a home base with the school, and a staff member who knows that student’s overall progress and needs. We have used all of these formats to engage our stakeholders.

### X By checking here, I certify that the Four Rivers Charter Public School Board of Trustees (will vote) on our Student Opportunity Act Plan.

**Date of vote: February 8, 2021 Outcome of vote: Approved**

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