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

***Francis W. Parker Charter Essential School (Parker)***

# → Commitment 1: Focusing on Student Subgroups

## Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

Like other Essential Schools, Parker puts the student at the center of the educational journey, personalizes that experience for each student, and believes deeply that all students can succeed in reaching high standards. That said, we notice that our students of color and students with disabilities are not experiencing the same outcomes as other sub-groups. The Department’s accountability system historically shows achievement gaps for both of these groups.

We are committed to narrowing and closing opportunity and achievement gaps for these student sub-groups.

# → 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 you allocate to these programs?

**Evidence-based program #1: Inclusion for students with disabilities and co-teaching.** This is one of the Department’s identified examples. We will continue heterogeneous grouping of students school-wide and practice co-teaching in Divisions 1 & 2 (grades 7- 10); we would expect this practice to continue for the next two years.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| 12 teachers | $700,000 | Classroom & Specialist Teachers |
| **Evidence-based program identified by the Department:** | | Inclusion/co-teaching for students with disabilities |
| **SOA program categories:** | | Hiring school personnel (D) |

**Evidence-based program #2: Common Planning Time.** Strategic scheduling to allow for teacher common planning time; this is one of the Department’s identified examples. We will continue to build common planning time into teacher schedules, support teams in self-facilitating that time as they work toward shared visions and goals, and examine student work. Common planning time will support both of the identified sub-groups; we expect this practice to continue for the next two years.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Daily common planning time | $560,000 | Instructional Leadership |
| **Evidence-based program identified by the Department:** | | Strategic scheduling for teacher common planning time |
| **SOA program categories:** | | Professional development (E) |

**Evidence-based program #3: Diversify educator workforce through recruitment & retention.** This is one of the Department’s identified examples. We will add financial incentives such as loan repayment reimbursement and relocation assistance to support teacher candidate recruitment efforts into the New Teachers Collaborative, an alternative teacher licensure program at Parker.

This would be a new program, not a continuation of a current program (so it’s not in the FY21 budget).

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| \*when funded | $75,000 | Employee Benefits/Fixed Charges |
| **Evidence-based program identified by the Department:** | | Diversify educator workforce |
| **SOA program categories:** | | Hiring school personnel (D) |

# → 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:**    * Extended engagement rate (five-year   cohort graduation rate plus the percentage of students from the cohort who are still enrolled)   * + Chronic absenteeism (percentage of both groups missing 10 percent or more of their days in membership) | 1. **Custom metrics:**    * 95% of students in both groups will complete a public exhibition of   mastery when moving between divisions or at graduation.   * + 85% of students in both groups will agree with the statement: “I have a   Personal Learning Plan that includes at least one goal unique to me and at least one goal related to the Habits of Learning.” |

→ **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?**

Parker views parents and guardians as key collaborators in supporting student growth and achievement. In addition to a weekly newsletter, Essential Community Organization (ECO) activities, SPEDPAC, orientation programs, periodic surveys, and student-led conferences each semester, we will explore additional means of engaging families in these two subgroups.

**Certifications:**

## ☒ By checking here, I certify that our charter school has engaged stakeholders in our community in accordance with the Student Opportunity Act

In developing this plan Parker engaged students, parents, and staff through routine periodic surveys. We engaged parents of students with disabilities through the Parker PAC. Faculty and staff members of an anti-racism task force helped identify opportunity gaps and next steps in addressing needs of students of color. Members of the New Teachers Collaborative program contributed ideas about improving educator recruitment and retention.

## ☒ By checking here, I certify that the Francis W. Parker Charter Essential School Board of Trustees voted on our Student Opportunity Act Plan.

**Date of vote:** February 9, 2021 **Outcome of vote:** Unanimous Approval