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

***Global Learning Charter Public Schools***

# 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?

As noted in our mission statement, Global Learning Charter Public Schools (GLCPS) is committed to ensuring all our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our district data, our High Needs students (ELs, students with disabilities and economically disadvantaged) are not experiencing the same level of MCAS outcomes and as their peers.

We are committing to intensive work to close achievement and opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of district staff, but also our families and community.

# Commitment 2: Using Evidence-Based Programs to Close Gaps

## What evidence-based programs will your district adopt, deepen, or continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

For the last few school years, GLCPS adopted strategies that focus on meeting the needs of our diverse student groups. We intend to continue and deepen our work on two important initiatives already underway.

1. **Inclusion for students with disabilities (SWD) and English Learners (ELs).** From our inception, GLCPS has used an inclusion model for all students regardless of subgroup status. As it currently stands, each middle school grade (5-8) has at least one dedicated Special Education teacher that provides instruction within the general education classroom. At the high school level (9-12), where needs are smaller, one Special Education teacher provides instruction augmented by two paraprofessionals. For our EL population, two ELD teachers provide push-in services to middle school general education classrooms; one provides push-in services in our high school. A key component of the success of this model is communication. We will continue to provide common planning time for general education, special education and ELD staff to meet to plan lessons, review assessments, and discuss how to best meet the needs of these subgroups. The outcome of these meetings will result in better instruction targeted toward pushing students to reach mastery of grade-level standards, improve language acquisition and meet IEP and/or ELSP goals.

Another key component of the success of this program is our support of teacher and staff professional development. GLCPS will continue to utilize our Monday afternoon professional development time to deepen teacher and staff understanding of best practices in inclusion settings. During the 2019-2020 school year, these afternoons focused on developing strong tier one instructional practices and on increasing students’ use of academic language while decreasing teacher talk in our classrooms. These topics were chosen as a result of our most recent site visit report from DESE. While these topics will continue in the 2020-2021 school year, administration has begun preliminary discussions to also include professional development on culturally-responsive teaching practices.

|  |  |  |
| --- | --- | --- |
| FY21 Budget Item | Amount | Foundation Category |
| SPED and EL Teaching Staff | $440,866 | SPED and EL Teacher Salaries- Instructional, #222 |
| Evidence-Based Program Identified by DESE | Inclusion/co-teaching for students with disabilities and English Learners |
| SOA Program Category | D (Hiring School Personnel) |

1. **Early College programs focused primarily on students under-represented in higher education**. Over the past three school years, GLCPS has partnered with Bristol Community College and UMASS- Dartmouth in our dual enrollment program. This program, provided at no cost to our students, is one key component in preparing our high school juniors and seniors for post-secondary success. As of this writing, our high needs population comprises approximately one-third of our students enrolled in dual enrollment coursework. This is below the subgroup’s overall percentage of our total high school population. We are committed to narrowing this opportunity gap through an instructional focus in earlier grades that will aid students in meeting the college’s entrance requirements.

|  |  |  |
| --- | --- | --- |
| FY21 Budget Item | Amount | Foundation Category |
| Dual-Enrollment Course Costs | $18,000 | Dual Enrollment - Instructional #234 |
| Evidence-Based Program Identified by DESE | **Early College programs focused primarily on students under-represented in higher education** |
| SOA Program Category | I - Developing additional pathways to strengthen college and career readiness |

1. **Summer Learning Support to develop skills for all learners**. Since our inception, GLCPS has run a multi-week summer program to support all learners. This program’s components have expanded over time. At this point, we offer skills development in ELA and math to all our students in grades 5-8, enrichment and arts courses, 5th grade academy for our incoming students, and a developmental program for qualifying students. We will deepen our goals for this program to specifically target and increase our high needs population enrollment.

|  |  |  |
| --- | --- | --- |
| FY21 Budget Item | Amount | Foundation Category |
| Academic Teaching Staff for Summer Learning | $22,994 | Summer Program- Instructional, #234 |
| Bus Transportation (Summer) | $5811 | Summer Program- Instructional, #234 |

|  |  |
| --- | --- |
| Evidence-Based Program Identified by DESE | Summer learning to support skill development and accelerate advanced learners |
| SOA Program Category | A - Developing additional pathways to strengthen college and career readiness |

Commitment 3: Monitoring Success with Outcome Metrics and Targets

**What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own.**

**DESE TARGETS:**

**MCAS ELA and Math achievement data disaggregated by subgroup. Advanced coursework data aggregated by subgroup.**

Commitment 4: Engaging All Families

**How will your district ensure that all families, particularly those representing the student subgroups most in need of support, can meaningfully engage with the district regarding their students’ needs?** GLCPS recognizes this importance of family engagement in our students’ success. To engage our families, GLCPS has a principal’s council, Special Education parent advisory council, English Learner parent advisory council, Parent-Teacher Organization and English Learner family breakfasts. We will continue to utilize a yearly family survey to identify ways to increase parental involvement across all subgroups.

**Certifications:**

x By checking here, I certify that our district has engaged stakeholders in accordance with the SOA **Please summarize your stakeholder engagement process, including specific groups that were engaged:** GLCPS engaged the following groups: focus group of parents/guardians including focus group of educators, special education parent advisory council, EL parent advisory council, and our Board of Directors.

x By checking here, I certify that our district’s school committee voted on our Student Opportunity Plan

* **Date of vote: 6** /8/2020
* **Outcome**: Vote was affirmative