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

***Hill View Montessori 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?**

Hill View Montessori Charter Public School (HVM) is committed to ensuring all of our scholars achieve success while attending HVM as well as in high school and beyond. However, we recognize that not all HVM student groups have experienced the same level of success, particularly in the area of Mathematics, during our 16-year history. Based on a review of our data from 2017, 2018, and 2019, it is abundantly clear that HVM’s High Needs students (e.g., Economically-Disadvantaged students, English Learners and former English Learners, and Students with Disabilities) are not experiencing the same level of MCAS outcomes in Mathematics as their peers.

# → 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?**

Beginning in the 2019-2020 school year, HVM embarked on a multi-year training/professional development program for nearly 90% of our teaching staff in the understanding of and the teaching of Mathematics. HVM worked with Dr. Mahesh Sharma from the Center for Teaching and Learning Mathematics during SY20. This training/professional development program in the understanding of and the teaching of Mathematics intensified during the current (2020-2021) school year. Our plan involves continuing this intense, specialized training/professional development for the next 1-3 years with the goals of deepening the staff’s understanding of Math and how to teach Math, developing a comprehensive HVM K-8 Math program where all Math teaching is connected across the grades and all students, including HVM’s High Needs student population, are fully prepared to enter 9th grade, and continuing to proactively close the achievement gap for our High Needs students.

**Evidence-based program:** “Mathematics Knowledge for Teaching,” facilitated by Summit View Learning, based on:

* Deborah Loewenberg Ball’s TeachingWorks program ([Deborah Loewenberg Ball](https://deborahloewenbergball.com/); [TeachingWorks](https://www.teachingworks.org/about));
* “Developing Mathematical Ideas” professional development series ([Developing Mathematical Ideas](http://mathleadership.org/materials/about-developing-mathematical-ideas-dmi/); [Developing Mathematical Ideas NCTM](https://www.nctm.org/publications/dmi/default.aspx)) developed by Mount Holyoke College’s Deborah Schifter Virginia Bastable, and Susan Jo Russell (Deborah Schifter), Virginia Bastable (Deborah Schifter; Virginia Bastable; Susan Jo Russell); and,
* Jo Boaler’s and her “youcubed” program focused on teachers’ and students’ disposition/mindset towards Math ([Jo Boaler](https://ed.stanford.edu/faculty/joboaler); youcubed)

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category1** |
| Intensive/Multi-Year Math Prof Dev | $40,000+ |  | Professional Development |
|  |  |  |
|  |  |  |
| **Evidence-based program identified by the Department:** | Supporting educators to implement high-quality, aligned curriculum |  |
| **SOA program categories:** | Increased or improved professional development |  |

# 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:**
	* Improved Mathematics

achievement for High Needs student population* + Improved Mathematics mean SGP

for High Needs student population | 1. **Custom metrics:**
	* Improved Mathematics achievement

for High Needs student population on HVM-designed Math assessments* + Improved Mathematics achievement

for High Needs student population on Math assessments offered via LinkIt! |

# → 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?**

Hill View Montessori Charter Public School recognizes that family engagement is critical to ensuring successful outcomes for all students. Given HVM’s focus on our High Needs students, it is particularly important that we find ways to effectively engage our families of students from low- income backgrounds, families of our EL students and former EL students, and families of our students with disabilities.

HVM currently has two strong programs designed to engage parents and families of our High Needs students:

Created in January 2019, the Student Success Team (SST) allows HVM staff members to share information with a diverse group of in-house professionals regarding academic, behavioral, or social-emotional concerns. In addition to implementing Response To Intervention-type (RTI) supports, members of the SST team will contact parents/guardians/caregivers to gather additional information and establish a point of contact and a line of communication, with a focus on relationship-building as a means for sharing information and providing support.

Created in August 2020, the Family Outreach and Student Support Team (FOSS) consists of HVM’s Dean of Students, HVM’s School Social Worker and School Guidance Counselor, HVM’s School Nurse, HVM’s Pedagogical Director, HVM’s EL Director, HVM’s SPED Director, and HVM’s Executive

Director. Other HVM staff will be involved in the FOSS efforts depending on the need or specialization. The FOSS team serves as a “triage” team which goes into action when a teacher or staff member reports concerns related to a student’s attendance, a student’s change in academic/classroom/social-emotional engagement, or a student’s non-school-related stressors. Additionally, the FOSS team goes into action when a teacher or staff member reports concerns related to a parent/guardian/caregiver’s personal or community-related challenges in supporting their child’s engagement in school. The FOSS team immediately establishes some form of contact with the parents/guardians/caregivers to gather additional information and establish a point of contact and a line of communication, with a focus primary on active and consistent relationship- building as a means for sharing information and providing support.

# 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:**

HVM administration and school leadership engaged the following HVM community groups:

* parent representatives from the HVM PTO
* parent representatives from the HVM Special Education Parent Advisory Council (SEPAC)
* parent representatives from the EL Parent Advisory Council (ELPAC)
* parent representatives of students receiving Title I Math RtI support services
* HVM Student Support Services
* HVM Special Education team
* HVM Title I Math team
* HVM EL team
* members of the HVM Family Outreach & Student Support team
* members of the HVM Student Success Team

**☒ By checking here, I certify that the Hill View Montessori Charter Public School Board of Trustees voted to accept our Student Opportunity Act Plan.**

**Date of vote:** Thursday, January 21, 2021 **Outcome of vote: \_Accepted by unanimous vote\_**