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

***KIPP Academy Lynn 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?

* The following student subgroups receive focused support to ensure achievement: ELL, SWD, students demonstrating current skills below grade level, and students with chronic absenteeism.
* These subgroups have been selected for the following reasons
  + **ELL**: One hundred and four of the 606 3-8th grade students attending KIPP Academy Lynn who took the MCAS in 2019 were English language learners (ELL). Twenty and nineteen percent of those students were proficient on the 2019 ELA and math assessments, respectively, compared to at least 60% of non- ELL students. These disparities between ELL and non-ELL student performance on the MCAS is why ELLs will receive additional support.
  + **SWD**: Students with disabilities account for 15% of the 606 3-8th grade students at KIPP Academy Lynn who took MCAS in 2019, and 3-8th grade students with disabilities had average SGPs less than 50 in math in ELA compared to all 3-8th grade students’ average SGP of 53+. These disparities are further amplified by disparities of >40% in the percent of students earning meeting/exceeding expectations on the 2019 MCAS (9% vs. 52% in math and 11% vs. 52% in ELA). Because of these disparities in academic achievement, students with disabilities will receive focused support to ensure that we continue to meet students where they’re at and support their continued monumental growth compared to their peers.
  + **Students demonstrating current skills below grade level**: Studies on long term student academic success indicators show that as early as 3rd grade students performing below grade level are at significant risk of dropping out of high school. On the Spring 2019, NWEA MAP assessment, a nationally normed academic growth assessment, 20% and 19% of students scored in the bottom quartile on the spring 2019 Reading and Math assessments, respectively. Based on mapping studies to predict student performance on the MCAS, students who perform in the bottom quartile are not expected to pass the MCAS or be considered on grade level.
  + **Students with chronic absenteeism**: Students who are chronically absent miss out on a significant amount of learning time that their peers receive. Studies show that this missed learning time over the course of a year results in significant disparities in student achievement and are indicative of longer term risk of dropping out. At KIPP Academy Lynn, 8% of non-high school students were chronically absent and 17% of high school students were chronically absent. Because of this knowledge and the commitment to serve all KIPP students, this is a group who will receive additional focus.

# → 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?

### Evidence-based program #1: Increased Personnel - ELL Achievement Leader and Data Team Expanded these teams and/or positions.

We created a position of English Language Learner Achievement Leader. This role focuses on ensuring KIPP MA is

providing excellent support and oversees the quality of our ELL programming, both in terms of specific ELL instruction and Sheltered English Immersion. Additionally, this role leads our ELPAC (English Learner Parent Advisory Council) which over the next few years will create a revised vision for the experience of our students who are English Language Learners at KIPP MA.

We also expanded our regional data team to 3 full time roles. This allows us to collect and report out on more frequent checkpoints on student growth and achievement, as well as numerous other data points connected to our long term goals including post-secondary outcomes. In addition, the data team now has the bandwidth to disaggregate all data sets by subgroup which allows our instructional staff to be much more thoughtful and equitable with our analysis and action planning.

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| **FY21 budget item** | **Amount** | **Foundation Category1** |
| English Language Learner  Achievement Leader | $81,600 | Administration |
| Data Analyst | $64,000 | Administration |
| Data Analyst | $58,000 | Administration |
| **Evidence-based program identified by the Department:** | |  |
| **SOA program categories:** | | D |

### Evidence-based program #2: Expanded Substantially Separate programming

**Redesigned space and curricular materials. Developing new family communication tools.**

We are deeply committed to ensuring that our programs meet the needs of our learners. To that end, we expanded our substantially separate programs to include our youngest learners in K-4. In FY21, we are starting a therapeutic program in Boston and a cognitive focused program in Lynn. Planning for this program involved and will continue to include redesigning our facilities to best meet the needs of our students (ex: create a “calm down” space adjacent to the classroom), design, create, and purchase curricular materials, and utilize robust family communication tools such as the platform Canvas.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Canvas | $13,957 | Other Teaching Services |
| **Evidence-based program identified by the Department:** | |  |
| **SOA program categories:** | | C and D |

### Evidence-based program #3: Curriculum Consultants

As we continue to use the cycle of creating curriculum, implementing it, and then reflecting and revising, it is critical that we continue to leverage curriculum experts to give us new ideas grounded in the latest research. We also are committed to creating a culturally responsive curriculum that includes teaching history and social studies.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Curriculum Consultant | $29,500 | Instructional Materials |
| **Evidence-based program identified by the Department:** | |  |
| **SOA program categories:** | | F |

### Evidence-based program #4: Hire Teaching Fellows for small group instruction (includes SpEd)

Having a strong talent pipeline is imperative to ensuring the quality of instruction does not vary across our schools and

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.

classrooms. Particularly in harder to staff areas such as Special Education, we have found the need to create our own internal pipeline. Our teaching fellows program trains new teachers with effective strategies for teaching our exceptional learners.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Teaching Fellows | $400,000 | Classroom & Specialist Teachers |
| **Evidence-based program identified by the Department:** | |  |
| **SOA program categories:** | | 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. We will monitor the following metrics,
   * Assessment Data- We will monitor internal and external assessment data, disaggregated by subgroup, to assess

student achievement and student growth. Some of the assessments we will monitor include: MCAS (assuming they will be taken by students in SY20-21), MAP assessments taken twice per year in 3-8th grade, STEP reading assessment for grades K-4, ACT assessment for students in 9-11. Additionally, in each MCAS aligned subject, our courses (ELA, Math, Science) assess students using common internal assessments that have been offered year- over-year, allowing us to track longitudinal data.

* + - All data will be disaggregated by student subgroup
    - All data will be analyze for both student growth and achievement

1. Attendance data
   * In conjunction with academic performance data, we will monitor student attendance data, disaggregated by subgroup to understand and respond to students who are chronically absent (missing 10% or more school days) at regular intervals. This indicator was selected because research shows that in conjunction with a student's

attendance and behavior, attendance is one of the strongest indicators of high school graduation and post- secondary success.

* + At KIPP Academy Lynn, our goal is that 6% or fewer students are chronically absent for the school year.

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| 1. **Department outcome metrics:**    * Student Achievement    * Student Growth    * Additional Indicators | 1. **Custom metrics (must include targets as well):**    * ELA, Math and Science Achievement    * ELA, Math and Science Growth    * Chronic Absenteeism |

# → 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?

The school provides specialized support for students who require accommodations based on their level of need.

* Families of children who receive special education services or who are English Language Learners are invited to participate in SPEDPAC or ELLPAC meetings throughout the year. These meetings are hosted by staff members on the Student Support Services Team and provide a space for families to a) connect with each other; b) learn

about the programming and staffing available for their child; c) learn about their rights and the school’s responsibilities toward their child’s learning.

* The school has social emotional counselors who work directly with students who have high need academic or family situations. The counselors provide resources to families and relay information to school staff so that adults are aligned on targeted accommodations.
* School updates from regional leaders and school leaders are frequently shared with families in English and Spanish (other languages available upon request) via email and text message.
* School leaders host regular Town Hall meetings (live sessions held in person or via video) to communicate key messages and provide an opportunity for families to ask questions and provide input into decisions
* Through the adoption of remote learning through the Canvas platform, families will access the remote learning materials that their child engages in, and will receive training on the program so that they can track their child’s learning, join remote classes, and review material as it is assigned, graded, and returned.

Families may bring their questions to teachers and school leaders through a variety of methods.

* All families are provided with their child’s teacher and principal contact information. They may communicate directly with their child’s teacher or principal through a phone call or email.
* Each school has parent/guardian leaders who serve on the school’s family council (FAKT, or Families and KIPPsters Together) and serve as a bridge between families who want to speak with a parent with a question or concern that they have about their child. The FAKT leaders communicate directly with school staff to ensure that concerns are addressed immediately.
* Families are invited to send general inquiries to [info@kippma.org](mailto:info@kippma.org) to ask about school and community resources

that would benefit their child’s learning situation.

The school sends an annual Healthy Schools and Regions survey that includes a section of questions on family engagement. The survey includes questions such as: “How comfortable do you feel talking with teachers at your child’s school?”, “The school communicates with families openly and respectfully?”, “I am well informed about how my child is doing in school.” The school will measure increases in family engagement based on the same metrics included in the 2020 Accountability Plan, that the average score for the questions related to family engagement will be at least 75% agree or strongly agree, with a 50% response rate from families.

# 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:**

The Executive Director (with the support of the Leadership Team) presented the context and initial plans re: Student Opportunity Act during in-person meetings with staff, families, and board members over the course of early spring 2020. Families were engaged via family council meetings, staff were informed during professional development sessions, and the board was engaged during a board meeting. During each of the meetings, participants were provided background information about the Student Opportunity Act, discussed the potential impact on school and student programming, and asked questions.

### ☒ By checking here, I certify that the [insert name of charter school’s] Board of Trustees voted on our Student

**Opportunity Act Plan.**

**Date of vote: 07-29-2020 Outcome of vote: Approved**