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

***Learning First 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 noted in our school accountability plan, Learning First Charter Public School (LFCPS), is committed to ensuring all of 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 data, English learners, students with disabilities and boys (as compared to girls), are not experiencing the same level of MCAS outcomes and academic growth as their peers. Three areas we’ve focused on closing gaps is: 1) closing the gap between students with disabilities and general education students receiving warning on ELA MCAS (currently a 33% difference), 2) closing the gap between ELL/FLEP students and general education students, scoring proficient on the ELA MCAS (currently 30% difference), and 3) closing the gap between the percentage of boys scoring advanced or proficient on the ELA MCAS, in comparison to girls.

Additionally, LFCPS adopted four brand new curricula (ELA, Math, Science and Social Studies), in order to both vertically align our grade level content and ensure that the programs being taught, met Massachusetts Frameworks and included scaffolding components to support students with disabilities and ELLs. We also wanted each curriculum to have strong online components to increase student exposure to online learning and test taking, in hopes of increasing student success with MCAS structures.

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 school staff, but also our families and community.

→ **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: Supporting educators to implement high quality, aligned curriculum.**

**Curriculum:**

* Pearson (SAVVAS) for k-8 ELA
* Social studies k-8. Pearson (SAVVAS)
* Curriculum Associates (Ready math) grade k- 8.
* Online curriculum components are I-Ready (k-8 math)
* Science k-5 Activate Learning and science 6-8 is IQWST.

Curriculum was selected to be completely aligned with the state standards. Both horizontal and vertical alignment is met. The curriculum committee spent time reviewing multiple curricula to ensure that the selected curriculua had an EL component. Teachers are required to complete a Teaching and Learning priority document while unpacking curriculum, to ensure that each lesson meets content standards, language standards and ensures a rigorous and engaging classroom environment. ANet is also used to measure student performance on each standard in both ELA and Math. Data is used to see where gaps are, and action plans are created to assist in closing identified gaps. The Science and SS curriculum are aligned with the updated standards. Both programs were piloted first, to observe and monitor alignment, and identify curriculum gaps or other potential missing pieces. Both curricula addressed the new standards and were purchased for all grade levels.

**Instruction:** The Learning First staff have a common understanding of high-quality instruction and our instructional practices are aligned to this common understanding. Instructional practices are based on high expectations for all students and reflect cultural proficiency. Core instruction promotes student engagement and classroom environments are conducive to learning. Three criteria we believe to be highly effective to a strong instructional model are:

* Quality curriculum
* Daily staff observations
* Staff coaching

The common understanding of high quality instruction was created by the Teaching and Learning Priority document outlined, taught and revisited, during weekly teacher Professor Learning Communities. The TLP was designed to foster student engagement while being conducive to student learning. Small, targeted instructional groups are used to support all students in meeting academic expectations (two teachers in each classroom in grades k-5). The ELA curriculum comes with a differentiated component that is used to create small instructional groups. In math, IREADY is used to identify where a student's academic entry point is, and assists them in personal growth. Both the science and SS curriculum are cyclical k-8 so that the standards are expanded year to year in order for students to build on previous learning concepts.

In addition to the above, LFCPS will provide ongoing professional development for staff in their content areas (provided by the companies we’ve purchased our curricula from), as well as data analysis and strategic planning support provided by ANet.

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| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| PD of ELA, Math, Sci. SS curric. | $3,000 | Professional development  |
| ANet | $33,000 | Professional development/standards alignment/testing  |
|  |  |  |
| **Evidence-based program identified by the Department:** | Supporting educators to implement high-quality, aligned curriculum |
| **SOA program categories:** | E (PD) F (Purchase curriculum) |

**Evidence-based program #2: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners.**

Using the new streamlined ELA, mathematics, science and SS curricula, in conjunction with many data sources (ANet ad MCAS being primary sources), our student support team, Heads of School and grade level teacher teams, review student assessment results to create an intervention plan that targets the needs of students as they work toward attainment of the grade level standards. Plans are implemented for four weeks during intervention blocks, with a week for data analysis built in between cycles to create the next four week plan. Students who are unable to attain grade level standard mastery over time, are referred to our Acceleration Academies for additional support and in some cases for advanced learning opportunities.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Staffing stipends | $18,000 | Personnel costs  |
| Curriculum use/training/PD | $2,000 | Professional development  |
| Facilities  | $10,000 | Operating school costs outside of normal school days/hours |
| **Evidence-based program identified by the Department:** | Acceleration Academies/summer learning to support skill dev./advan. |
| **SOA program categories:** | A (Expanding learning time) E (PD) |

→ **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.**

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| 1. **Department outcome metrics:**
	* ELA mean student SGP
	* Progress made by students towards attaining ELA proficiency (ELLs)
 | 1. **Custom metrics:**
	* ANet data and student growth over testing periods/standards mastery
	* Curriculum baseline tests and unit test progress
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→ **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?**

Learning First Charter Public School recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of boys, EL students and students with disabilities.

We recognize that existing family engagement opportunities at our school may not be effective in reaching all families. Therefore, in addition to our ongoing family potluck dinners and trimester parent conferences (and upon request), email and Class Dojo communications, we are also committing to regular ongoing data meetings/updates (live or virtual), with families of students who have demonstrated a lack of growth/progress in the general education classroom (with supports), and where Acceleration Academy may be necessary as a next step for those students.

**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:**

Learning First Charter Public School engaged the following groups to determine our SOA plan: focus group of parents/guardians, focus group of educators, special education parent advisory council, EL parent advisory council, and our leadership team. We reviewed the current school wide accountability plan goals as well as current initiatives we’ve embarked on to close student learning gaps, in the past year. We want to continue to make stride in attaining those goals, as well as improve the processes we’re currently using, to ensure success for all students.

[x]  **By checking here, I certify that the Learning First Charter Public School Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote:** 08-17-2020 **Outcome of vote:** Vote was affirmative

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. [↑](#footnote-ref-1)