# Student Opportunity Act Plan: SY 2021-2023

***Lawrence Family Development Charter School***

## 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?

Early education students that includes students of color, English learners, sub-proficient, low income and students with disabilities. LFDCS has chosen these groups because of the many families in Lawrence seeking the charter school experience for their child(ren) and a waitlist with over 400 applicants, especially in the early grades.

LFDCS has submitted an application to expand its enrollment from 800 students to 1,000 students beginning with SY’2022- 2023 with the addition of 60 new students (20 students in K-1, 20 students in K-2 and 20 students in Grade 1) and students on our waitlist due to attrition in grades 5-8 in the first year of the expansion. The remainder of the additional 140 students will be added each year thereafter of 20 new students to K-1 and any backfilling in grade K-2 to grade 4 over the next 6 years until the cap of 1,000 students has been reached. All students are enrolled through the lottery and will be supported which includes students of color, English learners, sub-proficient, low income and students with disabilities.

Because LFDCS will be increasing their enrollment by 60 students and enrollment is through a lottery, we cannot discriminate against any child who is accepted into the lottery based on color, English learners, sub-proficient, students with disabilities and low-income students. LFDCS is a dual-language school and most of our K-1 students who are enrolled are ELLs based on a Home Survey that states that their first language is Spanish and are supported by ESL teachers and SEI endorsed teachers. LFDCS is committed to the development and implementation of effective practices to support language acquisition and academic fluency in English and Spanish for all students. Dual-language fluency—building on the first language of Spanish while supporting proficiency in English—utilizes best practices to meet our priority-funding goal. An evolving Sheltered English Immersion model, supporting vocabulary and content development in all subjects daily, and an academic Spanish language curriculum one period each day taught by native language educators supports parallel skills in two languages. All language instructors (English and Spanish) use Massachusetts Common Core Curriculum standards in English Language Arts to create lesson plans.

K-1 uses the Battery Assessment monthly from January – June and in grades K-2 to grade 2, three times annually, student progress is monitored monthly using Dynamic Indicators of Basic Early Literacy Skills (DIBELS). In addition to the MCAS, LFDCS uses the Measures of Academic Progress (MAP) for students in grades K-2 to 8 as an internal assessment in a fall – winter - spring cycle. The adoption of MAP was based on the content areas MAP can assess, including Spanish and Science. The test content and results are very good indicators of MCAS performance and individual student growth which is predicted and monitored in addition to achievement. All assessment-related data, including student grades, ACCESS, MCAS and our internal assessment MAP are analyzed, discussed and used for instructional planning. Every six weeks Response to Intervention (RTI) meetings are held. One meeting for each grade level, K-1 to 8, are attended by any teacher or specialist working with that grade, and all Tier III students are discussed in detail. Outcomes of interventions for each child are discussed with evidence provided, and interventions for the next period of time are planned out. The important part of RTI is that all students are expected to make individual growth. Students with disabilities and new English learners are supported through differentiated instruction and interventions, and it is the responsibility of all classroom teachers and specialist teachers (ESL, Special Education) to be a support team for those at-risk students, using accommodations, interventions and/or modifications as needed.

LFDCS enrolls a student population that is 98.6% Hispanic. The overwhelming majority of students enrolling in kindergarten rank Spanish as their first or home language, necessitating a significant investment of personnel, resources and study in English Language Acquisition, particularly vocabulary development. Staff provides vocabulary-rich instructional support enhanced by visuals to increase vocabulary, comprehension and confidence. LFDCS is committed to the dual-language priority of our school and the mandates of English proficiency from the Massachusetts Department of Elementary and Secondary Education (ESE). Our program for English Language Learners (ELLs) is staffed by certified educators.

Federal and state laws require that ELL students be assessed annually to measure their proficiency in reading, writing, listening and speaking English as well as the progress they are making in learning English. In fulfillment of these laws, ELL students are required to participate in ACCESS testing, which is based on the WIDA (World-Class Instructional Design and Assessment) English Language Development standards. Our goal is to provide support as long as a student needs it, and only when a student reaches a proficient level of English is support discontinued which is usually around grade 3. LFDCS is in 100% compliance for all ESE ESL requirements.

LFDCS is committed to providing access for all students to quality education in the least restrictive setting. We offer an inclusion model in which students identified with specific learning needs are educated among their peers with requisite support and modifications provided by certified Special Education teachers based on individual goals written into an Individual Education Plan. External support for speech, occupational therapy and behavior management is contracted by outside contractors as needed to address specific needs, sometimes in a separate setting. The Special Education program is supported by a strong Parent Advisory Council, and survey results of parents indicate high levels of satisfaction with program delivery, participation and results.

## 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?

1. Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers

In the fall of 2006, LFDCS opened its K-1 (4 year olds) program. LFDCS’s K-1 (4 year olds) & K-2 (5 year olds) full-day program provides extensive language development, phonemic awareness and number sense complemented by learning and play centers, music, art, MakerSpace STEM, fitness and Spanish that is aligned with the Massachusetts Common Core Curriculum. Students are introduced to technology and text-based curriculum in order to advance oral fluency and reading based on a scientifically-researched core program with extensive planning and consistent progress monitoring.

LFDCS has applied for a controlled expansion to expand the Academy for Early Academic Preparation by adding a total of 60 K- 1, K-2 and Grade 1 students in SY’2022-2023 (20 students in each grade) and by adding an additional 20 students per year at the K-1 level until the cap of 1,000 students is reached by SY’2029-2030.

If approved for the expansion, LFDCS will hire for SY’2022-2023 three classroom teachers, 2 paraprofessionals, a Special Education teacher, and ELL teacher, a Parent Liaison, a nutritional service aide, a maintenance custodian and another Head of School for the Academy with expertise in working with young children and their families providing high quality, early-learning opportunities to ensure sustained growth and development over time. LFDCS has and will continue to expand its MakerSpace program and continue and expand contracted services partnerships for our Special Education students for speech therapy, occupational therapy and social emotional therapy. Each year starting in SY’2023-2024 until SY’2029-2030 a teacher and paraprofessional would be hired for the 20 additional students. At the end of each year and based on the number of ELLs and Special Education students expected at the beginning of each school year, additional Special Education and ELL teachers may need to be hired along with nutritional services aides and maintenance custodians.

Professional development for early educators is and will continue to be provided for training in DIBELS, Fundations, Seesaw, Class Dojo, Nearpod, Class Tag or Google Apps (Docs, Slides) all shared through Clever to communicate expectations and class work with students and families.

LFDCS prioritizes teacher mentoring and induction by the recent hiring of a Teacher Coach/Mentor Coordinator and provides 50 hours of mentoring for new teachers, in-class coaching, mentor-led workshops and professional development for teachers in years 1, 2 and beyond. A Digital Instructor works with teachers on integrating more technology into instruction. The Blended Learning and the Innovative Learning Team provides opportunities to further digital skills for teachers and staff by offering professional learning of education technology through 10-hour online courses designed, developed and instructed by the Innovative Learning Team (ILT). Through the online courses, instructors are expected to disseminate best practices for using technology following the SAMR model.

### #1: Expansion of Enrollment

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| **FY’23 budget item** | **Amount** | **Foundation Category** |
| Expansion of staff to support 60 new students which  includes (1) Head of School, (3) teachers, (2)  paraprofessionals, (1) SPED Teacher, (1) ESL Teacher, (1) Nutritional Services Aide, (1) Maintenance Custodian, (1) Parent Liaison | $566,000  Chapter 70  TITLE 1 305  TITLE IIA 140 | Administration  Instructional Leadership Classroom & Specialist Teachers Professional Development Other Teaching Services Operations and Maintenance Employee Benefits/Fixed Charges |
| Contracted Services (Social emotional, speech, special education services, occupational therapy, testing services, translation services) | $50,000  Chapter 70 | Pupil Services  Guidance and Psychological |
| Desks and Furniture | $10,000  Chapter 70 | Equipment |
| (60) ChromeBooks and Technology | $25,000  Chapter 70 | Technology |
| Curriculum and Supplies | $20,000  Chapter 70 | Instructional Materials |
| **Evidence-based program identified by the Department:** | | Expanded access to full-day, high-quality pre-kindergarten for 4-year-olds, including potential collaboration with other local providers |
| **SOA program categories:** | | D (hiring school personnel); E (PD); C Social services to support students’ social- emotional and physical health,  F) Purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks; G) Expanded early education and pre-kindergarten programming within the district in consultation or in partnership with community based organizations |

→ **Commitment 3: Monitoring Success with Outcome Metrics and Targets**

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| 1. **Department outcome metrics:**    * Improved ELA mean SGP for all   groups identified above   * + Improved Mathematics mean SGP for all groups identified above   + Improved progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years) | 1. **Custom district metrics:**    * Improved Special Education and ELL   family engagement (measured by our end of year SPED/ELL Parent Advisory Council survey) |

**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?**

LFDCS 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 students of color, students from low-income backgrounds, ELL students and students with disabilities.

LFDCS will continue providing the same family engagement and expanding on new opportunities of family engagement by hiring another Parent Liaison and will continue its outreach to parents of new students--such as, Home Visits to review the expectations for school and families for all new incoming students, “Right from the Start” Workshops for K-1 students and parents, Academy Paint Nights, Lower School Movie Nights, Upper School Play Nights, ELL Family Math Nights, a 4-week Summer Enrichment Program for ELLs, a 4-week Summer Academic and Enrichment Program, Summer Fiesta for all Families, Parent Coffees, Grades 6-8 Parent Orientations, the annual High School Fair, Boarding School Parent to Parent Information Nights, MCAS Nights, Reading Nights, SPED and ELL Parent Advisory Meetings and parent representation at School Site Council Meetings and parent representatives on our Board of Trustees which is a parent majority board. All of these opportunities are measured by attendance sheets, minutes of meetings and the end of the school year parent surveys.

**Certifications:**

### 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:

Lawrence Family Development Charter School engaged with the LFDCS administration, the leadership team and teachers, the School Site Council, the Board of Trustees and city legislators regarding expanding our enrollment from 800 to 1,000 students beginning in SY’2022-2013. All stakeholders were presented with a PowerPoint presentation on the plan for the expansion, along with information letters mailed to parents who were also invited to a Zoom meeting to ask questions or provide input on the expansion plan. One of the only concerns by many of the stakeholders was the concern that class sizes would be increased by the expansion and that LFDCS would need to keep class sizes the same as our current class sizes. The letter to the Commissioner requesting an expansion was also sent to Andover, North Andover and Methuen Superintendents. There were no reasons stated to not proceed with the expansion.

### By checking here, I certify that the Lawrence Family Development Charter School’s Board of Trustees voted on our Student Opportunity Plan

**Date of vote:** January 13, 2021 **Outcome:** Vote was affirmative