# Student Opportunity Act Plan: SY 2021-2023

# *Map Academy 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 time has come to reimagine high school to meet the needs of all students. Every aspect of Map Academy is intentionally designed to meet the unique needs of off-track youth. Our exclusive recruitment of youth who are off-track due to a wide range of risk factors and complicated personal and school histories is what sets Map Academy apart from traditional schools, thus filling a need for both the students and districts. Map Academy is founded on three primary key design elements: a student-centered learning environment, a highly supportive culture, and career development education for all students. Map Academy was intentionally founded to serve as an option for students who have not been able to thrive in other schools. As an alternative charter school intentionally designed to meet the unique needs of disconnected youth who have not found success in other settings, Map Academy serves predominantly vulnerable students, many of whom have been inordinately impacted by COVID-19 and the resulting extended school closure. At Map Academy, 73.3% of our students meet criteria for High Needs; 47.6% qualify for Special Education Services; 56.8% are Economically Disadvantaged; and 80.66% qualify as free lunch via district Community Eligibility Provisions. The two subgroups that we are focusing our attention on for our SOA planning are:

* **Habitually absent students** – Looking at data found for the 2019-2020 school year we know this is an area of improvement and a major focus of our current work. As mentioned above the extended school closures that are inordinately impacting our student population is only making this issue worst as many of our students are finding extra hours at work or taking on additional responsibilities at home to help support parent work schedules. This subgroup is already a major focus of ours and we will continue to enhance our efforts in getting students engaged in their educational journey.
* **Potential graduates** – As a competency-based school, we do not have a graduating senior class but rather a cohort of students who are close to completing their high school requirements. The focus of this work is to increase students enrolled in post-secondary pathways that will ultimately lead to a livable wage career versus students going directly into the workforce as we know this is a key metric to be prepared for life after high school.

# → 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.**

As a new competency based asynchronous school, we are constantly working to deepen our educator’s knowledge in creating curriculum that is both aligned and at the learning edge of our student population. We currently work with outside providers and in-house professional staff to work on creating and implementing high quality aligned curriculum. We plan to continue this work over the course of the next two years and beyond. This evidence-based programming will address all student subgroups. We believe that one-size-fits-all educational models and graduation timelines do not effectively meet the academic and social-emotional needs of all students. Rather, we believe in meeting students at their current levels of engagement and resilience and increasing expectations as they develop the academic, personal, and social tools they need to be successful.

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| **FY21 budget item** | **Amount** | **Foundation Category1** |
| Consultant/PD Support | $25,000 | Other teaching services and professional development |
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|  |  |  |
| **Evidence-based program identified by the** | | Yes |
| **SOA program categories:** | | E and F |

# Evidence-based program #2: Increased personnel and services to support holistic student needs.

As indicated in our charter our growth plan, it includes planning to increase our Social Work staff as well as hire additional administrators to help support all student needs. We currently have two full time Social Workers and plan to hire two more over the course of the next two years. Student success is measured not solely by academic achievement, but also on levels of student persistence, student expectations, and the extent to which a student’s learning experience at Map Academy prepares them for a successful future. Our student-centered model eschews traditional grade-based grouping of students, relying on a competency-based program that requires students to master a certain set of skills and knowledge before moving on, ensuring that a student’s learning journey is set on a strong foundation. Thus, competence is the sole measure of success and the standard for promotion rather than age, grades, credits, seat time, or calendars, ensuring that Map Academy graduates meet high academic standards and acquire the knowledge, mindsets, and skills necessary for postsecondary success. To successfully achieve this vision there is a need for additional clinical support staff. This evidence-based programming will address all student subgroups.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Two additional Social Workers | $140,000 | Pupil Services and Employee Benefits/Fixed Charges |
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| **Evidence-based program identified by the** | | Yes |
| **SOA program categories:** | | C and D |

# Evidence-based program #3: Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners

In our ongoing work with off-track youth, the theme of their experiences is consistent. They feel overwhelmed by life both in and out of school and disengaged from the education they want and know that they need. Well-intentioned policies, structures, and curriculum delivery of traditional high schools drive too many of them away. These are the youth who most need our support, those whose struggles in and out of school make success a steep uphill climb. They need and deserve more. Map Academy Charter School is designed for them and we need to increase access particularly in this COVID-19 hybrid environment we find ourselves in. We currently offer evening school and summer school as additional opportunities for student learning time. We plan to continue this work over the next two years and beyond while also trying to create innovative ways to “bring the school to the students”. This evidence-based programming will address all student subgroups.

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Evening and summer | $25,000 | Other teaching services |
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| **Evidence-based program identified by the** | | Yes |
| **SOA program categories:** | | A and E |

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.

# Evidence-based program #4: Dropout retention and recovery programs

The educational philosophy driving Map Academy is the conviction that all students can succeed, but that some students struggle to achieve success in traditional schools. We believe that one-size-fits-all educational models and graduation timelines do not effectively meet the academic and social-emotional needs of all students. Rather, we believe in meeting students at their current levels of engagement and resilience and increasing expectations as they develop the academic, personal, and social tools they need to be successful. Thus, Map Academy is intentionally designed to serve students who have not experienced success in traditional high schools and, as a result, are disconnected from and at risk of dropping out of school or have already left school without graduating. As a small alternative school our entire school model is based in deep research and practice related to dropout prevention and recovery programming. We currently have one Community Support Partner who supports in school student support services. We would like to expand our wrap around services by hiring three outreach workers specifically geared towards dropout retention and recovery programming. We plan to continue this work over the next two years and beyond. This evidence-based programming will address all student subgroups.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Three outreach worker salaries | $150,000 | Pupil Services and Employee Benefits/Fixed Charges |
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| **Evidence-based program identified by the** | | Yes |
| **SOA program categories:** | | I |

# Evidence-based program #5: Strategies to recruit and retain educators/administrators in hard-to-staff schools and positions

We steadfastly believe that human capital is the single most important investment we can make in the long-term sustainability of our school. With that said we plan to continue growing out our staffing/administration over the course of the next two years and beyond through hiring a recruitment service for mission fit administrators and innovative marketing for other open positions. We intend to employ multiple strategies to recruit staff, including online employment searches, staff recruitment fairs, and extensive utilization of existing networks. Additionally, we intend to consult with local college teacher preparation programs to potentially serve as a training site for a competency-based model. This evidence-based programming will address all student subgroups.

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Recruitment service: | $50,000 | Administration |
| Staff recruitment marketing | $20,000 | Administration |
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| **Evidence-based program identified by the** | | Yes |
| **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.**

**Department outcome metrics:**

* Improved annual dropout rate
* Improved ELA achievement in NWEA growth scores for all subgroups.
* Improved Math achievement in NWEA growth scores for all subgroups.

**Custom metrics (must include targets as well):**

N/A

→ **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?**

Map Academy will continue to implement many programs and strategies to ensure that positive culture and climate is consistently fostered by school leadership, teachers, students, and parents/guardians. Every aspect of our school is designed to ensure that the culture we are seeking to establish is reinforced on a daily basis through the relationships between and among all stakeholders.

Map Academy will continue to seek involve from parents/guardians as partners in the education of their children. We will work to build and maintain family-school partnerships that support students’ academic progress and social- emotional well-being. We recognize, however, that given our target student population, we will need to employ nontraditional methods to reach and engage families. To involve parents/guardians in the school, we will continue to utilize the following strategies:

* **Home Visits:** Because we know that many barriers prevent family involvement, Map Academy staff will post covid-19 will continue to visit students’ homes on a regular basis. The intent of these visits is to build trust and rapport, demonstrating our deep level of commitment to student wellbeing and success.
* **Regular Communication with Families:** Map Academy will regularly connect with parents and families via text message, email, and phone. This includes sharing good news and helping families see the success their child is experiencing. Families of struggling students are conditioned to expect negative feedback from school personnel, and we are committed to changing this mindset with open dialogue and collaborative problem solving.
* **Open Door Policy:** Map Academy will continue to ensure that families feel welcomed and valued as partners in their student’s educational journey, and know that we are committed to maintaining a positive learning environment for every student. Our doors will always be open to all stakeholders.
* **Parent/Student/Family Conferences:** Map Academy will hold individual parent/student/family conferences as necessary to address concerns and problem solve, and will also hold open house nights each trimester during which students and their advisors will showcase their successes.
* **Parent Leadership Committee:** Post COVID-19 is our goal to establish a committee open to all parents and supportive adults of Map Academy students and will be used as a forum to discuss issues and solicit feedback and input.

We plan to continue measuring increases in family engagement by surveying our families and adult supporters using Panorama Education surveys in an effort to get authentic feedback on where we can improve these efforts.

# 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:**

[Insert text here]

# X By checking here, I certify that the Map Academy Charter School Board of Trustees voted on our Student Opportunity Act Plan.

**Date of vote: 2/8/21 Outcome of vote: Unanimous approval**