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

***Old Sturbridge Academy Charter Public 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?**

As stated in our mission “Old Sturbridge Academy Charter Public School, an EL Education school working in partnership with Old Sturbridge Village, will foster a learning environment that represents all aspects of the diversity spectrum where our students will meet or exceed grade-level expectations in all subject areas.” Old Sturbridge Academy Charter Public School (OSACPS) opened in 2017 with grades K-3. As we grow to become a K-8 school (2022-2023 school year), we must ensure that all students have equitable access to their civil right to an education. This means maximizing our inclusive practices and partnerships with Old Sturbridge Village and EL Education. In analyzing our [student demographic data](https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=35150205&orgtypecode=6&leftNavId=305&), we have found that the two student groups that will require focused support are **Students With Disabilities** and **English Language Learners**.

*Student Demographic Data OSACPS*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **2018** | **2019** | **2020** |
| total number of students | 160 | 200 | 240 |
| % of Students With Disabilities | 9.4% | 14.0% | 19.2% |
| % English Language Learners | 5.6% | 6.5% | 5.0% |

As a new school, our third graders took the MCAS for the first time in 2018. The next year, 2019, our third and fourth graders took MCAS. We do not have MCAS data from 2020 because of the COVID-19 pandemic. We don’t have data to report on our subgroups because our sample size (n) is too low. *What do our students know? What do they need to learn next? How will we get them there?* Are questions we ask ourselves as we disaggregate local and state assessments.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | Grade 3 Math 2018 | Grade 3 ELA 2018 | Grades 3-8 Math 2019 | Grades 3-8 ELA 2019 |
| Average Scaled Score of all OSACPS taking assessment (MA state Average) | 495.0 (499.9) | 503.1 (502.2) | 494.6 (499.2) | 504.4 (501.2) |
| Students with Disabilities | *no data- n is too low* | *no data- n is too low* | *no data- n is too low* | *no data- n is too low* |
| English Language Learners | *no data- n is too low* | *no data- n is too low* | *no data- n is too low* | *no data- n is too low* |

Overall, 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 you allocate to these programs?**

OSACPS is aimed at addressing gaps and has adopted strategies and tools to promote successful inclusion for Students with Disabilities and English Language Learners, utilize evidence-based curriculum and assessment measures, and analyze data to inform teaching and instruction.

1. **Inclusion for Students with Disabilities (SWD) and English Language Learners (ELL)**

OSACPS is committed to an inclusion model to better serve SWD and ELL in the least restrictive environment. As our numbers grew, especially in special education, we did not have sufficient staff to provide inclusion services to all students. We have invested in additional inclusion teachers, support staff, and high-quality professional development to support the development of educators in delivering instruction in an inclusionary setting at OSACPS. This commitment has been made possible by our partnerships with EL Education and location at Old Sturbridge Village to implement the curriculum.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Inclusion teachers (2) and paraprofessionals (2) | $161,000 | Classroom & Specialist Teachers, Employee Benefits/Fixed Charges |
| EL Education Inclusion Professional Development | $10,000 | Professional Development |
| **Evidence-based program identified by the Department:** | | Inclusion/co-teaching for SWD and ELL  Supporting educators to implement high quality aligned curriculum |
| **SOA program categories:** | | D (hiring school personnel) and E (PD) |

1. **Deeper Learning and Assessment**

OSACPS is aimed at addressing gaps and has adopted strategies and tools to promote successful inclusion for Students with Disabilities and English Language Learners by utilizing evidence-based curriculum and assessment measures and analyzing data to inform teaching and instruction. EL Education provides scaffolding, engaging and authentic texts, assessment tools, and data collection protocols. Additionally, our battery of assessments, such as NWEA’s MAP testing, iReady, EL Education’s benchmark testing, along with special education tools such as GORT, KEY MATH, WJIV, and TOWL. These tools will enable us to understand each student’s strengths and growth areas, with a particular focus on our subgroups: SWD and ELL.

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| EL Education curriculum | $ 34,900 | Instructional Materials |
| iReady Assessment tools - Curriculum Associates, LLC | $ 10,350 | Instructional Materials |
| Academic Assessment tools | $ 7,887 | Instructional Materials |
| **Evidence-based program identified by the Department:** | | Supporting educators to implement high-quality aligned curriculum  Inclusion/co-teaching for SWD and ELL |
| **SOA program categories:** | | (E)PD ( F) Purchase of materials, curriculum |

→ **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 ELA mean SGP for all groups identified above    * Improved Mathematics mean SGP for all groups identified above | 1. **Custom district metrics and targets:**    * EL benchmark results (students will grow at least two microphases from fall to spring)    * MAP testing results (students will hit their growth target from fall to spring benchmarks)    * iReady testing results (students will grow at least two units from fall to spring)    * MCAS results (students will show expected growth on SGP)    * Monitoring attendance for subgroups (96% daily attendance rate) |

→ **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?**

OSACPS 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 with Disabilities and families of English Language Learners. We recognize and will consider it our priority to engage **all families** at our school. We commit to frequent check-ins and surveys to analyze success rates of family engagement.

OSACPS engages families in many ways including:

* Weekly school leader news and announcements, school website, and school-run Facebook group
* Monthly Town Meetings for school community
* Annual Student-Led Conferences
* Parent Advisory Council
  + includes Parent representative on OSACPS school board
* Special Education Advisory Council
* English Learner Parent Advisory Council
* Parent Teacher Scholar Association
* Open house and orientation for new students and families
* Curriculum Nights
* Community-wide Celebrations of Learning
* Family Memberships at Old Sturbridge Village
* Family surveys regarding student learning (includes remote learning)

**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:**

Families were engaged in the following ways:

* The founding group of OSACPS researched school models and chose EL Education to partner with Old Sturbridge Village.
* Family members participated in our orientations to EL Education and Old Sturbridge Village.
* At monthly Parent Advisory Council meetings, focus is placed on student achievement, inclusive practices, and partnerships with EL Education and Old Sturbridge Village, which drove this SOA plan. PAC members were introduced to a draft SOA plan and asked to provide feedback.

**By checking here, I certify that the OSACPS Board of Trustees voted on our Student Opportunity Plan**

Date of vote: March 31, 2021  Outcome: approved (unanimous)