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

***Pioneer Charter School of Science***

→ **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 Pioneer Charter School of Science focuses on ensuring all PCSS students graduate with the essential elements for future success. We continue to build rigorous academic programming that engages and challenges all learners. While our students of color achieve results higher than their white peers in sending districts, there is still an achievement gap to close within the PCSS context. The review of recent MCAS data for students of color shows that PCSS African American and Hispanic students performed behind their white peers. Similarly, compared to all students, PCSS English Language Learners and Economically Disadvantaged subgroups underperformed on the state exam. PCSS is committed to work to close the achievement gaps for African American students, Hispanic students, Economically Disadvantaged students, and English Language Learners. We understand that it takes our whole community to achieve this important outcome.

→ **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?**

**Program #1: Providing after school tutoring programs**

After school tutoring programs provide an opportunity for students who are behind to catch up with their peers. Tutoring services will be provided in small groups by PCSS staff on weekdays and also weekends. Teachers will utilize the classroom performance and interim assessment data to decide which students to invite for the tutoring program. The Dean of Academics will encourage selected students for participation and will closely monitor their progress. Through the small group tutoring, students will receive instruction on the standards and skills they did not master. Employment of PCSS teachers as tutors will maximize efficiency through the relations already established.

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Teacher stipends and bonuses | $158,500 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charges |
|  |  |  |
| **Evidence-based program identified by the Department:** | |  |
| **SOA program categories:** | | A |

**Program #2: Home visit program**

Strengthening the connection between educators and families plays a key role in improving student performance. A research-backed strategy that PCSS has been utilizing for this purpose is the home visit program. Through home visits, educators can lower barriers to parental involvement, increase communication, and build strong relationships. The program will be voluntary and open to all educators and families interested. Staff will receive training and be compensated appropriately. To improve the efficiency and effectiveness of the program, PCSS will hire a community engagement coordinator who will assist in the implementation of the home visit program.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Staff compensation for visits | $5,000 | Employee Benefits / Fixed Charges |
|  |  |  |
| **Evidence-based program identified by the Department:** | | Home visit programs |
| **SOA program categories:** | | E |

→ **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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| --- |
| **Department outcome metrics:**   * + Improvement of ELA achievement for all groups identified above   + Improvement of mathematics achievement for all groups identified above   + Improvement four-year cohort graduation rate for all groups identified above |

→ **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?**

PCSS believes in the importance of engaging all parents, especially parents of the student groups mentioned above to ensure success of all students. PCSS engages parents through continuous communication, parent teacher conferences, quarterly school events, and home visits. We understand that we need to increase our efforts and be intentional in ensuring high engagement levels for parents of our students of color, economically disadvantaged students, and English language learners. As explained above we will deepen our home visit program, continue to ensure that our staff is highly responsive to parent communication, and invite parents to school for various events. We will monitor parent engagement through parent surveys, parent access to the student information system and attendance at school events.

**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:**

We engaged our stakeholders through focus groups and individual meetings. Parent focus groups provided valuable feedback. Individual meetings with select parents and educators provided additional context. Academic progress and college readiness were emphasized by our parents. They also noted the importance of strong teachers in helping their children be successful. Educators engaged emphasized the whole child approach and student support programs. They also stated the importance of relationship building for student success.

**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: 1/14/2021 Outcome of vote: Approved**

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)