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

***Paulo Freire Social Justice 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?**

As noted in our Action Plan and Needs Assessment completed by SchoolWorks English Learners and Students with Disabilities will have been identified for focused support. Being a college preparatory program, PFSJCS is committed to its charter, mission and vision of the school ensuring students achieve academic success while in our school and in college. We recognize that not all student subgroups have recognized the same level of success to date. According to our data DESE accountability data sources (MCAS & WIDA ACCESS scores) and our local data sources Star 360 Benchmark assessment data obtained this past school year has demonstrated that students with disabilities and English learners are not meeting the same level of MCAS outcomes and graduation rates as their peers.

A review of our period and daily attendance data also demonstrates that these subgroups report lower engagement in school.

Through the efforts of our administrative team, instructional and support staff, as well as our families and community we are committed to review, revise and create new structures to close the achievement and opportunity gaps for these student subgroups.

→ **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: Target Student Supports through Inclusion for students with disabilities**

Following our needs assessment conducted with Schoolworks in the Spring of 2018, PFSJCS adopted strategies that focused on meeting the needs of all of our student groups. Professional development provided through Ribas & Associates and Schoolworks over the 2018-2019 and 2019-2020 school years introduced instructional staff to promising practices to improve student learning. Classroom visits utilizing the Schoolworks CVT over the 2019-2020 school year identified, rigor, higher order thinking, student engagement and differentiated instruction as continued problems of practice.

To address the problems of practice, structures such as our tiered interventions, inclusionary support practices, teacher observation and evaluation will be reviewed and revised as necessary in order to improve instruction and close the achievement gap. In addition, procured supplemental web based platform programs will assist to fill in students’ skills gaps. These with the Improvement strategies detailed in our annual report, action plan and strategic plan, we intend to continue and strengthen our focus on our initiatives already underway.

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| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Inclusion / Co-teaching PD | 25,000.00 | Professional Development |
| Instructional Leadership Coordinator | 75,000.00 | Instructional Leadership , employee benefits / fixed charges |
| Evidenced based Instructional Materials | 10,000.000 | Instructional Supplies and materials |
| **Evidence-based program identified by the Department:** | Inclusion/co-teaching for students with disabilities |
| **SOA program categories:** | D (hiring school personnel) and E (PD) |

**Evidence-based program #2: Conditions for Student Success through community partnerships for in-school enrichment and wrap around services.**

Classroom visits utilizing the Schoolworks CVT over the 2019-2020 school year identified, rigor, higher order thinking, student engagement and differentiated instruction as continued problems of practice. 2019-2020 school year attendance and period attendance demonstrates that student engagement is an area of concern. To address the problems of practice, structures such as our tiered interventions, inclusionary support practices, teacher observation and evaluation will be reviewed and revised as necessary in order to improve instruction and close the achievement gap.

Currently Paulo Freire Social Justice Charter School coordinates with the Gandara Center and River Valley Counseling to provide student with access to community providers within the school day. In addition, relationships have been established with other local agencies to assist with addressing students’ needs.

An Interventionist position, a professional level position, is being created for the 2020-2021 school year. This position is being created to increase students’ instructional time on learning, by addressing the underlying student needs that are not being met in order for students to remain engaged in learning. This interventionist will create community partnerships to provide students with connections to the community for mentoring, career related shadowing opportunities and other community services related activities.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Interventionist  | 63,000.00 | Pupil Services, employee benefits / fixed charges  |
| Social emotional learning DP | 25,000.00 | Professional development |
|  |  |  |
| **Evidence-based program identified by the Department:** | community partnerships for in-school enrichment and wrap around services. |
| **SOA program categories:** | D (hiring school personnel) and 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:**
	* Improved Mathematic mean SPG for SWD & EL
	* Improved ELA mean SPG for SWS & EL
	* Improved four-year graduation rate for all groups
 |  **2) Custom metrics (must include targets as well):*** + Improve Mathematics & ELA Star 360 SS by 15% for SWD & EL
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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?**

Paulo Freire Social Justice Charter School makes every effort to ensure students and families voices are heard and are able to engage with the school regarding their students’ needs. During the 2019-2020 school year Paulo Freire Social Justice Charter School hosted an open house, Title 1 parent information night, and parent information sessions. Transportation was made available to those parents who needed to transportation to the school for these school events. To eliminate language and technological barriers, students and families are surveyed via electronic means as well as through traditional voice means in their native language. During our spring remote learning period, staff made regular us mail, telephone and email contact with parents. In addition to meeting the students’ academic needs, Paulo Freire Social Justice Charter School has a pantry and clothes closet for students and their families to access food and clothing to help meet their basic needs.

As part of PFSJCS opening for the 2020-2021 school year, students and families will be invited to the school to pick up a student chromebook, schedule and expectations. Students will be required to log into their google account and access their classrooms prior to leaving the school. Parents will be provided training on how to access Plus Portal, as a means for them to better support their student. Student expectations regarding accessing their learning platform and attendance during our remote or hybrid learning will be provided to both the parent and student. For those students and families who cannot come into the school, we will go to their communities and homes.

**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:**

Paulo Freire Social Justice Charter School currently coordinates with local community agencies, local police and participates in monthly community based initiatives such as Holyoke Safe Neighborhood, we have student and family representatives on our Board of Trustees. As a social justice school we elicit stakeholder input through the use of surveys and direct outreach to our families. As part of our self-assessment of our Civil Rights Tier Focused Monitoring, the recommended annual survey of staff, students and families has been implemented and actions are being aligned with the disaggregated data.

[x]  **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: 08/10/2020 Outcome of vote: Vote was affirmative**

1. [↑](#footnote-ref-1)