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

***Rising Tide Charter Public 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?**

One of the key design elements at Rising Tide Charter Public School (Rising Tide) is to provide students with a strong academic program with skill development. Our leadership team has identified that students with disabilities are not experiencing the same level of success in skill development as their non-disabled peers. At Rising Tide, students with disabilities have not been meeting or exceeding expectations for English Language Arts, Mathematics, and Science MCAS achievement at the same rates as their non-disabled peers, and a lower percentage of students with disabilities have been passing all of their courses in grade nine.

Additionally, we have a very small, but growing, population of English learners at Rising Tide. While there is limited data on this emerging student group, we are committed to supporting English learners to ensure they can succeed.

→ **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: Inclusion/co-teaching for students with disabilities and English learners**

We are committed to deepening to deepen our inclusion/co-teaching model to support the opportunities for students with disabilities to achieve greater outcomes with skill development and for English learners to succeed at Rising Tide. Over the last two years we have added four additional learning specialist roles and two paraprofessional roles to collaborate with general education teachers in inclusion classes. Additionally, we have expanded the responsibilities of our Reading and Literacy Specialist to directly support our English learners and collaborate with general education teachers to support English learners in inclusion classes. These staff member roles have been funded by charter school per-pupil tuition as well as federal grants.

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| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Learning Specialists (4) | $275,000 | Classroom & Specialist Teachers, Employee Benefits/ Fixed Charges |
| Paraprofessionals (2) | $100,000 | Other Teaching Services, Employee Benefits/ Fixed Charges |
| ESL Role Expansion | $5,000 | Classroom & Specialist Teachers |
| **Evidence-based program identified by the Department:** | Inclusion/co-teaching for SWD and English learners |
| **SOA program categories:** | D (hiring school personnel) |

**Evidence-based program #2: Increased staffing to expand enrichment and strategic scheduling**

With our relatively small school program, we have need to be creative in our scheduling. In grades 5-12, all students including students with disabilities and English learners have access to arts, world language, and physical education courses within their core schedule. We also balance in the schedule academic support time with enrichment courses. Over the last two years we have been able to add a full-time librarian, a full-time athletic director, a part-time technology teacher, and a full-time wellness director. These roles enable us to add more high-quality enrichment courses taught by these educators; the roles also enable the school to provide more time in the schedule for increased teacher collaboration in support of students with disabilities and English learners. These staff member roles have been funded by charter school per-pupil tuition

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Additional Educators (4) | $360,000 | Other Teaching Services, Pupil Services, Employee Benefits/ Fixed Charges |
| **Evidence-based program identified by the Department:** | Increased staffing to expand enrichment and strategic scheduling |
| **SOA program categories:** | B (increased opportunity for planning time for teachers) |

→ **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 ELA mean SGP for SWD
	* Improved Math mean SGP for SWD
	* Improved rate of passing all grade 9 courses
	* Improved percentage of SWD meeting or exceeding expectations on MCAS
 |  **2) Custom metrics (must include targets as well):** |

→ **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?**

Rising Tide is committed to engaging with the families of students with disabilities and English learners through weekly communications in the Monday Memo, special Family Engagement Evenings offered to all Rising Tide families, working with the Rising Tide Special Education Parents Advisory Council to host four meetings each year, working with the Rising Tide Parent Group to bring families together for community events, and continuing to increase our translation of materials and availability of translators at family events. Additionally, within the last year we have included parents in sessions with our Diversity, Belonging, Inclusion, and Equity workgroup. We will measure the engagement of families through an annual parent/guardian survey that includes questions related to engagement and belonging.

**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:**

Our community engagement efforts have included gathering with the Rising Tide Board of Trustees, a focus group of Rising Tide educators, the Rising Tide Special Education Parent Advisory Council, and our Health Advisory Committee which includes students, parents, staff members, and members of local community organizations.

[x]  **By checking here, I certify that the Rising Tide Charter Public School Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote: January 25, 2021 Outcome of vote: Unanimous Approval**

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)