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

***River Valley 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?**

River Valley Charter School, a grade K-8 public Montessori school, is located in a mostly heterogenous area and serves 288 students. We are committed to ensuring all students have equitable access to high-quality instruction and school-based enrichment, regardless of their race, academic ability, economic status, or status in any other subgroup.

Data about our subgroup populations is limited due to the limited size of the school and the number of students in each subgroup. In implementing the goals of the Student Opportunity Act, we are focused on providing the high-needs subgroup, specifically, students with disabilities and those who are economically disadvantaged, with enhanced supports to help them achieve at high levels and be successfully prepared for life. Of students enrolled at River valley Charter School, 22% of the student population is classified as high needs. Sixteen percent are classified as students with disabilities and 10% are reported as economically disadvantaged.

River Valley’s high needs students have a higher incidence of ten or more absences and are chronically absent more often than that of all students. Within the high needs category, 21% of economically disadvantaged students and 10.2% of students with disabilities are absent ten or more days. In comparison, 6.9% of all students are absent ten or more days. Similarly, the rate of chronic absences is significantly higher for economically disadvantaged students than all other categories. Economically disadvantaged students are chronically absent at a rate more than two times that of all students, 8.7% versus 4.1% for all students.[[1]](#footnote-1)

MCAS results support a focus on high needs students as well. MCAS data demonstrates that our high needs students are not passing MCAS at the same rate as the general school population, and they have significantly higher rates of not meeting expectations. Below is data that supports our focus on the high-needs subgroup.

**2019 MCAS Results**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **All Students** | **High Needs Students** | **Students with Disabilities** | **Economically Disadvantaged Students** |
| **% Passing ELA MCAS** | 58% | 28% | 22% | 44% |
| **% Passing Math MCAS** | 50% | 22% | 20% | 19% |
| **% Not Meeting ELA Expectations** | 7% | 18% | 20% | 19% |
| **% Not Meeting Math Expectations** | 5% | 16% | 20% | 13% |

→ **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?**

**1. Evidence Based Programs that Support Closing the Gap between High Needs and All Students:**

**Targeted Student Support- Title 1 Math Club**

River Valley will deepen and continue our Title 1 Math program to support the closure of achievement and opportunity gaps in mathematics. Our Title 1 Math Program uses the research-based Saxon curriculum to support struggling mathematicians. We meet with students in an afternoon meeting called “math club”. During math club skills are reinforced and practiced beyond what occurs in the classroom. Students are identified for participation through universal screeners, our RTI process as well as through teacher or parental referral.

* + See Evidence Based Program Example

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[2]](#footnote-2)** |
| Title 1 Math (Math Club) | $3,000 | Classroom & Specialist Teachers |
|  | $500 | Instructional Materials, Equipment and Technology |
| **Evidence-based program identified by the Department:** | Targeted student supports |
| **SOA program categories:** | D- Hiring school personnel that best support improved student performance, F- Purchase of curriculum materials and equipment within the district that are aligned with the statewide curriculum frameworks |

**2. Evidence Based Programs that Support Closing the Gap between High Needs and All Students:**

**Targeted Student Support- Literacy Intervention**

River Valley will deepen and continue the following literacy intervention work to support the closure of achievement and opportunity gaps in reading. Through the use of a Project Read-trained literacy interventionist, high needs students will receive supplemental literacy support. Students are identified for participation through universal screeners, our RTI process, as well as through teacher or parental referral.

* + See Evidence Based Program Example

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[3]](#footnote-3)** |
| Literacy Interventionist | $9,000 | Classroom and Specialist Teachers |
| **Evidence-based program identified by the Department:** | Targeted student supports  |
| **SOA program categories:** | A- Expanded Learning TimeD- Hiring school personnel that best support improved student performance |

**3. Evidence Based Programs that Support Closing the Gap between High Needs and All Students:**

**Targeted Student Supports- Extended Summer Program**

Our summer program extends learning into the summer to support skill development and accelerate learning for high needs populations at no cost to families. Students are identified for participation through universal screeners, our RTI process, as well as through teacher or parental referral.

* See Evidence Based Program Example

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[4]](#footnote-4)** |
| Extended Summer Programming Teachers | 20,000 | Classroom and Specialist Teachers |
| **Evidence-based program identified by the Department:** | Targeted Student Supports |
| **SOA program categories:** | A- Expanded Learning TimeD- Hiring school personnel that best support improved student performance,  |

→ **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 Metrics:**

In the same manner that we identified the high-needs students as the focus for additional supports in achieving at high levels and being successfully prepared for life, we will utilize accountability data to monitor our success in reducing disparities in achievement among subgroups. MCAS ELA and math achievement data will be analyzed to determine the achievement of our high needs students. In addition to the percentage of students in each achievement category, we will look at the mean student growth percentiles (SGP) in ELA and math to determine that high need subgroups are growing at a rate greater than the entire population as a whole.

**Districtwide Metrics:**

River Valley administers math and reading screeners three times per year at the K-6 and K-3 level, respectively. In addition, pre- and post-testing information is collected by the math and literacy interventionists. These metrics will also be used to monitor the success of programs and interventions targeted for high needs students. Continued growth will be indicative of success.

|  |  |
| --- | --- |
| 1. **Department outcome metrics:**
	* Increased English language arts (ELA) achievement
	* ELA mean student growth percentile (SGP)
	* Increased Mathematics achievement
	* Mathematics mean SGP
 |  **2) Custom metrics:*** + Quick Phonics Screener (K-3) – looking for continued growth
	+ Acadience Mathematics screener (K-6) – looking for continued growth in both computation and concept and applications
 |

→ **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?**

River Valley Charter School teachers and staff actively and consistently make every effort to connect, support and assist all our students, but make an enhanced effort with our high needs populations. Through a highly collaborative team approach that includes our special education teachers, our student support staff (school counselor and school psychologist, school nurse, occupational therapist, speech therapist), classroom teachers, administrators, and parents, we endeavor to identify, assess, and create an appropriate action plan for each students’ specific needs.  This team works together to determine the academic, physical, and social/emotional needs of each student.  In many cases, these parents require additional assistance in coordinating services, providing transportation, assisting with medical needs, procuring school or personal materials (appropriate clothing, technology, school supplies, etc.) and in some cases, financial and nutritional support.

RVCS makes every effort to assist in all these areas; working with primary care doctors, coordinating with local afterschool programs, engaging with local district schools for outside services (if needed), communicating with outside counseling services, providing free and reduced lunches for students, and providing resources for families with food or financial insecurity issues. River Valley also has a committed and active Special Education Parent Advisory Council (SEPAC) that works closely with the special education department and the greater school community. The Council hosts well-attended events and publishes regularly through social media outlets. We will track attendance at SEPAC meetings and follow up with brief family surveys to measure and inform our family engagement efforts.

By actively and compassionately working to educate and support each child (and their family) in every way possible, the RVCS team has created a community built on the personal success of each child.  Through formative assessment of students in reading and math, consistent communication with families at least three times per year, social media posts, annual survey of parents to gather input specific to all services that support high needs students (lunch programming, Response to Intervention, special education, etc.) we are poised to constantly reflect and improve our offerings.  River Valley’s small size allows us to be nimble and versatile to accommodate the needs of our students, while our staff’s skill, commitment, and compassion allow us to find solutions to the challenges that we encounter.

The Director also holds regular Community Meetings to share ideas with the greater community and as a means to solicit input. Monthly “Coffees with the Director” is another avenue for input from families. The school has an active Parent Alliance that reaches out to families for community connection as well.

Last, the Director prepares a monthly report that is shared with the Board of Trustees. This report is extensive and includes information about all aspects of the school’s programming. The report is consistently shared with families, families are invited to attend board meetings. They are invited to give input both at the beginning and end of the meeting (and sometimes in between.)

**Certifications:**

[x]  **By checking here, I certify that our charter school has engaged stakeholders in our community in accordance with the Student Opportunity Act**

[x]  **By checking here, I certify that the River Valley Charter School Board of Trustees will vote on our Student Opportunity Act Plan on February 9, 2021.**

**Date of vote: 2/9/21 Outcome of vote: The Board of Trustees affirmed the RVCS SOA Plan**

1. <https://profiles.doe.mass.edu/profiles/student.aspx?orgcode=04820050&orgtypecode=6&leftNavId=16817&&fycode=2020> [↑](#footnote-ref-1)
2. 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-2)
3. 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-3)
4. 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-4)