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

***SABIS International 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 Accountability Plan and our Strategic Plan, SABIS International Charter School is committed to ensuring all of our students achieve success in school and in college and career success. However, we recognize that not all student groups have experienced the same level of success to date. Based on extensive review of our data, including all grade levels and subject areas, our High Needs Students, our African American/Black and our Hispanic/Latino subgroups are not experiencing the same level of MCAS outcomes as their peers.

SICS is committed to intensive work to close the achievement and opportunity gaps for these student subgroups and recognize that this important work will take efforts of the school staff, but also our families and community. This work will involve various strategies and programs as indicated below, to close these gaps.

→ **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?**

Within the last few years, SICS has begun to adopt strategies that focus on the needs of meeting the needs of all student groups. Alongside other improvement strategies included in our Strategic and Accountability Plans, SICS intends to continue and deepen our work in the following ways:

**Evidence-based program #1: Early College Programs**

**Early College Programs focused primarily on students under-represented in higher education.** SICS has been in discussions with local colleges, including American International College, Western New England University and Springfield Technical Community College to develop relationships that focus on early college programs. Early college programs have been shown to improve high school graduation, college enrollment, persistence and degree attainment rates. Our guidance and administrative team have engaged in these discussions to provide additional opportunities to our traditionally underserved populations. We will create a stipend position for an Early College Liaison. This position will be the contact for SICS in creating and sustaining partnerships with local colleges and universities. The Early College Liaison will provide additional attention to our students that we have identified above including High Needs Students, African American/Black and Hispanic/Latino.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Early College Liaison | $5000.00 | Staff Stipend |
|  |  |  |
|  |  |  |
| **Evidence-based program identified by the Department:** | Early College Programs |
| **SOA program categories:** |  I(developing additional pathways to strengthen college/career) |

**Evidence-based program #2: Personnel and services to support student holistic needs**

Research shows that early intervention for youth with mental or behavioral needs can prevent problems that are more serious in young adulthood and beyond. SICS will hire a Student Support and Assessment Coordinator for our middle school grades (6-8.) The Student Support and Assessment Coordinator would coordinate support and services for students, especially our high needs students. They would work with community-based organizations to provide enrichment during the school day and after school, both on campus and off campus. The Student Support and Assessment Coordinator will engage community partners to help inform and build the classroom capacity of middle school educators. This position will work with community-based organizations and school staff to create and coordinate structured programs that support students who are out of school for mental or behavioral health reasons to transition back into school. The Student Support and Assessment Coordinator will also focus on the assessment procedures and protocols for the whole school. This staff member will consider the holistic student when scheduling assessments and will be cognizant of the various issues students encounter in testing including, but not limited to classroom space and assigning of groups.

In viewing students from a holistic perspective, SICS will provide professional development on being a culturally responsive educator. This professional development will be provided to staff to bring a perspective in response to many of the issues faced by many of our traditionally underserved students. Being an improved culturally, responsive school should also assist with our students who are often classified as chronically absent.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Student Support/Assessment Coord. | $60,000 | Staff, Employee Benefits/Fixed Charges |
| Culturally Responsive PD | $10,000 | Professional Development |
| Home to school visit liaison(s) | $30,000 | See below Family Engagement(PD and stipends) |
| **Evidence-based program identified by the Department:** | Holistic Personnel |
| **SOA program categories:** | C(Social services) and 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.**

|  |  |
| --- | --- |
| 1. **Department outcome metrics:**
	* Improved ELA mean SGP for all groups identified above
	* Improved Mathematics mean SGP for all groups identified above
	* Improved Science Achievement for all groups identified above
	* Reduce Chronic Absenteeism rates 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?**

Connections between home and school are essential in creating strong school communities. SICS will create a home communication model as a research-based intervention in which staff receive professional development so they can make positive connections to families in their homes. As these positive connections are established, we expect to see many of the identified student groups maximize their academic potential. We also expect to see an improvement in attendance rates for the identified groups of students. With Covid-19 most likely still being a factor to take into consideration, many of these homes visits may begin as remote check-ins and visits with families. Of course, in-person interaction is the ideal scenario, our staff will be trained in the nuances that create successful and productive remote visits. Though the focus will be on our identified groups of students in need, this model will be utilized across our whole school population.

**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:**

Presented at a public Board of Trustees meeting in August 2020, which included board members, parents and other related stakeholders. This has also been brought to our school’s leadership team for comment and review. Our management company SABIS has also been engaged in this process.

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

**Date of vote: 2-25-21 Outcome of vote: Accepted in a vote by the Board of Trustees**

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)