**Student Opportunity Act Plan 2021-2023**

***Sizer School: A North Central Charter Essential 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?**

The Sizer School mission, as defined in its 2019-2024 Strategic Plan, is to be a public school where students are known personally, challenged intellectually, and participate actively. Guided by its commitment to diversity and inclusiveness, the school seeks to send graduates into the world who THINK for themselves, CARE about others, and ACT creatively and responsibly. After reviewing state assessments, stakeholder end-of-year surveys, grades and discipline data, Sizer School recognizes it must work to further support and engage its growing population of students of color and students with disabilities. Sizer has identified a disparity in its discipline rates relative to Latino students in comparison with its overall population. In addition, Sizer has continued to see a rise in the number of students with disabilities and the complexities of their needs.

→ **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**

Sizer School has experienced growth in its numbers of students requiring special education services with 27% of students currently on Individual Education Plans and an additional 17% on 504 plans. While we have begun the work of developing co-teaching collaborations among general education teachers, learning specialists and paraprofessionals, we plan to expand this work by delving more deeply into targeted instructional strategies and dedicating time to curriculum mapping to plan for instructional accommodations and adaptations. Teachers have participated in professional development on Universal Design for Learning and will continue to deepen their practice in this area through team planning and mapping time in collaboration with paraprofessionals, and instructional coaching on best practices for an inclusive classroom.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Stipends for teachers and paraprofessionals | $9,000 | Professional Development |
|  |  |  |
|  |  |  |
| **Evidence-based program identified by the Department:** | Inclusion/co-teaching for students with disabilities and EL |
| **SOA program categories:** |  |

**Evidence-based program #2: Supporting educators to implement high quality, aligned curriculum**

The comprehensive Sizer School strategic planning process and culminating plan identified the need for Sizer to “renew and reinvigorate” its teaching and learning practices. The primary focus areas include a review of Sizer’s curriculum alignment to state standards with a diversity and equity lens. During the 2019-2020 school year, teachers worked with colleagues and administration on curriculum alignment. A Diversity, Belonging, Inclusion and Equity (DBIE) Team has been established and has researched professional development providers to facilitate DBIE training for the community. Over the next two years, Sizer will undergo cultural competency training and review its curriculum and pedagogical practices to further engage all students.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Curriculum Mapping Tool | $1000 | Instructional Materials |
| DBIE Professional Development | $10,000 | Professional Development |
|  |  |  |
| **Evidence-based program identified by the Department:** | Supporting educators to implement high qualify, aligned curriculum. |
| **SOA program categories:** |  |

→ **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?**

|  |  |
| --- | --- |
| **Department outcome metrics**1. English Language Arts (ELA) achievement2. Mathematics achievement3. Science achievement4. Four-year cohort graduation rate | **Custom metrics**1. Improved engagement for students of color as measured by student surveys, reduction in absenteeism, and improved academic achievement2. Improved engagement for students with disabilities as measured by student surveys, reduction in absenteeism, and improved academic achievement3. Reduced disciplinary actions for Latino students |

These metrics will demonstrate the reduction of the achievement gap for students of color and students with disabilities by showing a greater level of engagement with learning and a higher rate of student success in academic achievement and high school completion.

→ **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?**

Sizer School consistently surveys all parents, teachers, and students on an annual basis. The resulting survey data is utilized to construct Sizer School’s yearly goals in accordance with the Executive Director and Board of Trustees. Sizer also holds parent forums and provides families with a “Friday Flash” update on school progress. In addition, we have an active PTSO that holds regular forums and events. We are working on increasing the number of participants in our Special Education Parent Advisory Council (SEPAC) and will also be implementing recommendations for community engagement and communication related to our emerging DBIE work to specifically address the needs of students of color and their families. We will measure increases in family engagement based upon numbers of attendees to forums and events, survey response data, and membership levels in our SEPAC.

**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.**

Sizer School underwent a comprehensive strategic planning process which culminated in the Sizer School Strategic Plan 2019-2024. This process actively engaged and involved the Sizer School community stakeholders including: staff, teachers, administration, students, board members, community organization representation, alumni and parents. Sizer School hired a strategic planning consultant to guide the community and all stakeholder groups through a series of in-person retreats, surveys, and work reviews to assist the strategic planning steering committee in proposing a five-year plan inclusive of all feedback. The Student Opportunity Act Plan is in alignment with the Strategic Plan to include stakeholder feedback.

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

**Date of vote: 01/11/21 Outcome of vote: APPROVED**

1. [↑](#footnote-ref-1)