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

***Springfield Preparatory 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?**

Springfield Prep Charter School is committed to providing all students with a rigorous academic program that puts them on the path to success in college and career. Based on a review of the [most recent MCAS](http://profiles.doe.mass.edu/accountability/report/district.aspx?subgroup=87&amp;orgcode=35100000&amp;tabs-1b) [subgroup data](http://profiles.doe.mass.edu/accountability/report/district.aspx?subgroup=87&amp;orgcode=35100000&amp;tabs-1b) we have available, our high needs, economically disadvantaged, and lowest performing students are exceeding growth targets. However, according to internal assessments like ANet (high quality and well developed interim assessments that align to our rigorous academic program), our English Learners (ELs) are lagging behind their peers on key reading standards. In many cases, language, reading fluency, and comprehension challenges play a role in these disparities in both ELA and Math, particularly as the language demands of math tasks become increasingly high in the later grades. Our goal is to ensure that our ELs receive the strategic support necessary to exceed growth targets alongside their peers.

# → 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?**

A commitment to research based early literacy programs and intensive literacy instruction is core to our mission. We already devote over 2.5 hours to literacy instruction daily in grades K-2. We intend to continue and deepen our work on the two initiatives below to improve outcomes for our EL students.

**Evidence-based program #1: Additional language development support for students and training for teachers.** This past year our EL program self-assessment revealed performance disparities between EL students’ performance on ANet in both 2nd and 3rd grade. In order to address these, we determined that use of personalized EL language technology with a focus on vocabulary development and a variety of vocabulary strategies will be a key step. In addition, more EL language support in the classroom and additional pull-out support for our lower level EL students, with a focus on early literacy development, would help to close the reading gaps we see on ANet in the older grades. This will require additional EL staff and will also require more intensive training for teachers on reading-based SEI strategies in grades K-2.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| EL Teachers | $79,718 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charges |
| Enhanced personalized technology designed to to support EL students | $5,000 | Instructional Materials, Equipment, and Technology |
| SEI PD with a focus on Reading and Language Development | $12,000 | Professional Development |
| **Evidence-based program identified by the Department:** | Research-based early literacy programs in pre-kindergarten and early elementary grades. |
| **SOA program categories:** | D (hiring school personnel), E (PD), and F (Purchase of aligned curriculum materials and equipment) |

**Evidence-based program #2: Diversifying our Teacher Workforce-** Our workforce does not mirror our student population, a fact which we believe hinders the success of our EL students. In addition to the research-proven benefits of having a diverse teacher workforce, we believe having more bilingual staff members and staff who have experienced learning English in school will help us partner with families and serve our EL students more effectively. Recruiting Latinx classroom teachers, as well as other historically underrepresented minority teachers, has been challenging in light of the underrepresentation of all minorities in teacher preparation programs, particularly in the greater Western Massachusetts area. However, we have had some success with recruiting Latinx and bilingual Associate Teachers (ATs) who we then train and develop to become effective Classroom, Special Education, and ESL teachers. In order to ensure that the talented Associate Teachers we recruit experience success and move on to Classroom and Specialist teacher roles, we plan to provide them mentoring, frequent coaching feedback, and targeted professional development. In order to expand our AT program, and provide leadership opportunities to retain experienced teachers, we hope to provide stipends to Associate Teacher mentors, specific professional development to Associate Teachers, and coaching professional development to their mentors.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Associate Teachers | $175,044 | Classroom & Specialist Teachers, Employee Benefits / Fixed Charges |
| Associate Teacher Mentor Stipends | $6,000 | Professional Development |
| PD for Associate Teachers and for Associate Teacher Mentors. | $14,000 | Professional Development |
| **Evidence-based program identified by the Department:** | Diversifying the educator and administrator workforce |
| **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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| **Metric Type** | **Metric** | **Aligned To...** |
| Department provided | **The mean ELA student growth percentile (SGP) for EL students across subgroups will exceed the 60th percentile.** *Meeting this metric will indicate that all students are growing beyond the typical growth expected, closing the achievement gap over time.* | Evidence-based program 1: Additional language development support for students and training for teachers. |
| Department provided | **85% of EL students will meet their individualized progress targets on ACCESS according to DESE.** *Growth towards English proficiency will allow students to access more complex texts, math text, and utilize their literacy skills to “read to learn” to gain additional background knowledge to support their understanding of the world around them.* | Evidence-based program 1: Additional language development support for students and training for teachers. |
| Custom metric | **Students who are English learners at Springfield Prep will outperform the general education network on ANet interim assessments.** *This metric will measure our effectiveness in serving students with disabilities and English learners, and ensure that those students are accessing content at or above the level of general education students in other schools and districts.* | Evidence-based program 1: Additional language development support for students and training for teachers. |

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| Custom metric | ***Increase the percentage of non-white staff*** *(per DESE’s* [*Staffing*](http://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=35100000&amp;orgtypecode=5&amp;leftNavId=817)[*Data by Race, Ethnicity, Gender by Full-time Equivalents*](http://profiles.doe.mass.edu/profiles/teacher.aspx?orgcode=35100000&amp;orgtypecode=5&amp;leftNavId=817) *data) to ensure representation of our students’ race, ethnicity, and experience in our school, a research-backed way to increase the academic performance of all students, but particularly students of color and ELs.* | Evidence-based program 2: Diversifying our teacher workforce. |

→ **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?**

We have several strategies for engaging families of general education students and targeted student groups. In addition to monthly meetings with our Parent Action Committee (PAC), our Special Education Parent Advisory Council (SPED PAC), and our English Learner Advisory Council (EL PAC), we are in constant communication with families regarding their students’ progress and school initiatives in structured and informal ways. Formal structures include daily written progress of their child’s school day, lengthier progress reports once per semester, formal report cards and in-person parent/teacher conferences three times per year, and Back to School Night and Open House events. In each of these structures, particular attention is given to outreach to the families of our most vulnerable students. More informal structures include the use of ClassDojo (parent messaging app), calls, and texts to communicate student progress and goals, such as when a student achieves a new reading level or has a successful day meeting behavioral goals. We also analyze disaggregated data from our family satisfaction survey to ensure that all families are satisfied and engaged with their child’s learning experience and the school community.

In the future, we hope to broaden the reach and impact of our SPED and EL PAC meetings, as well as have more of these voices represented at our more general PAC meetings. We are already engaging the community in feedback about learning plans for the upcoming fall, and will continue to utilize surveys and technology platforms such as Zoom to have a more representative group of voices heard beyond parents that are able to attend our meetings. Lastly, we intend to find opportunities to analyze data based on subgroups when it comes to attendance at events like Back to School Night and parent/teacher conferences to ensure there is consistent engagement with all families.

# Certifications:

**1 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 School Leadership Team, which includes a broad cross section of instructional, operational and student supports leaders, provided input into this plan. We also received input from our EL Coordinator, and from the Board of Trustees in their July meeting. (Our stakeholder engagement process has been limited by the COVID-19 pandemic and our planning to reopen schools in the Fall. We intend to further engage our parents/guardians, including our general PAC, EL PAC, and SPED PACs, as soon as possible.)

# 1 By checking here, I certify that the Springfield Prep Charter School Board of Trustees voted on our Student Opportunity Act Plan.

**Date of vote: July 29, 2020 Outcome of vote: Passed**