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

***South Shore 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?**

South Shore Charter Public School is committed to inspiring every student to excel in academics, service, and life through a blend of rigorous academics and project-based learning focused on college and career readiness. An analysis of our MCAS data shows that students in the English learner (EL) and students with disabilities (SWD) subgroup are performing below the level of their peers across grade levels and subjects. This disparity is most pronounced in English Language Arts. A similar disparity exists for students in the Black/African American subgroup as measured by the MCAS in grades 3-8. The gap in achievement for the Black/African American subgroup is not evident in the MCAS or PSAT data at the high school level.

South Shore Charter School is committed to closing the achievement gaps for the EL, SWD, and Black/African American student subgroups at our school and recognizes the need for all of the stakeholders in our community to be engaged in this important work.

→ **Commitment 2: Using Evidence-Based Programs to Close Gaps**

The South Shore Charter Public School is working on several initiatives to help us meet the needs of all of our students. Along with additional strategies outlined in our School Improvement Plan, SSCPS plans to strengthen and deepen our work in two critical areas.

**Evidence-based program #1: Research-based early literacy programs in early elementary grades**

The South Shore Charter Public School has taken steps to ensure that we have a comprehensive approach to literacy that is grounded in research-based instructional practices. A first step is to ensure that our core curricular materials are aligned to the standards and that teachers are well trained in their implementation. Additionally, we want to ensure that we are effectively using data from a valid, reliable, normed assessment to identify at-risk students and develop plans for remediation that include intervention materials that can meet individual student needs. SSCPS has identified a need for increased training in early reading content pedagogy for our K-4 faculty and the addition of a program that specifically addresses phonemic awareness. This initiative is moving forward beginning in 2020-2021. Additionally, over the past two years, the Instructional Leadership Team has worked to increase the emphasis on the social studies and science content areas in the early grades to support the knowledge development that students need to develop their literacy skills. This requires an investment in leadership, curriculum, and training as well as a significant change to the schedule. This shift in our literacy programming will benefit all students, including the EL, SWD, and Black/African American students we have identified. The system of data collection, identification of at-risk students, and implementation of interventions will benefit students in those subgroups who are not achieving at the high level that is expected and help them to catch up to their peers.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Core & Intervention Literacy Curriculum Materials (Wit & Wisdom/Heggerty Phonemic Awareness/SPIRE) | $11,000 | Instructional Materials, Equipment, and Technology |
| Social Studies and Science Curriculum Materials | $9,500 | Instructional Materials, Equipment, and Technology |
| Assessment materials | $6,000 | Instructional Materials, Equipment, and Technology |
| Literacy PD | $8,700 | Professional Development |
| **Evidence-based program identified by the Department:** |  Research-based early literacy programs |
| **SOA program categories:** | F (purchase of curriculum materials and equipment that are aligned with the statewide curriculum frameworks) and E (PD) |

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

The South Shore Charter Public School recognizes that the social-emotional health of children has a profound impact on their performance in the classroom. We recognize that we must increase the supports available to our students and integrate both social emotional learning and antiracist curriculum into our classrooms in order to foster the supportive environments all students need to thrive. The ongoing COVID-19 pandemic and recent events that have placed our country’s shameful record of racial injustice in the spotlight have only increased this need. The South Shore Charter Public School is committed to providing the staffing and training needed to support holistic student needs. Over the past two years we have more than doubled the number of counselors available to our students. We will continue to monitor this staffing need during the 2020-2021 school year. We have committed to providing our teachers with the professional development they need to support the social-emotional needs of the students in their classrooms with an emphasis on antiracism. An increased focus on social emotional health and on antiracist practices will positively impact the school environment for the EL, SWD, and Black/African American subgroups by helping make our faculty more responsive to the needs of students in these subgroups.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Counseling Staff | $150,000 | Guidance and Psychological |
| Trauma Informed Classrooms/ Antiracism PD | $6,000 | Professional Development |
| **Evidence-based program identified by the Department:** | Increased personnel and services to support holistic student needs |
| **SOA program categories:** | A (social services to support students’ social-emotional and physical health) 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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| 1. **Department outcome metrics:**
	* Improved ELA mean student growth percentile (SGP) for the targeted groups
	* Improved Math mean student growth percentile (SGP) for the targeted groups
 |  **2) Custom metrics (must include targets as well):*** + Improved DIBELS scores for the targeted groups
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→ **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?**

Family engagement has been central to the work of South Shore Charter Public School since its founding. The focus on narrowing the achievement gap for student subgroups makes it especially important that we take steps to actively engage the families of our English learner students, our students with disabilities, and our Black/African American students. The School Council has focused on family engagement, specifically on increasing the diversity of involved families, over the past two years. The work from that group commits South Shore Charter Public School to build on the success of initiatives like International Food Night and African Diaspora Night by taking events into the communities we serve and actively soliciting the talents of the parents and guardians in our community. Additionally, our Parents Association is working to partner new families with existing families to welcome them to our community and encourage involvement. Building on some of the successes we found during the school closure, we plan provide more opportunities for families to connect virtually as we work to eliminate the child care and transportation challenges that families have identified as barriers in the past. We will measure the engagement of families through responses on our annual Family Survey.

**Certifications:**

* ☐ **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:**

South Shore Charter Public School’s discussion of the Student Opportunity Act Plan began with the Instructional Leadership Team in early January. Curriculum Coordinators and Assistant Principals took the discussion to department and grade level meetings to engage the teacher community. We solicited family feedback through our annual family survey which included targeted questions to help our school identify areas of concern. The School Council is composed of parents, faculty members, and students. This group discussed areas of concern for the Student Opportunity Act at its February meeting. The discussion continued as the group worked to formulate goals for the School Improvement Plan prior to the mandated school closure.

* ☐ **By checking here, I certify that the South Shore Charter Public School’s Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote: 7/16/2020 Outcome of vote:** Vote was affirmative