

Marblehead Community Charter Public School

Student Opportunity Act Plan: SY 2021-2023

→ 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?

At MCCPS we are committed to ensuring that all students have equitable access to our high-quality instruction. We have seen a recent increase in the number of English Learners at our school. We have also had an increase in the number of students with autism. While we do not have the benefit of MCAS data from 2020, due to the school closure caused by the COVID-19 pandemic, based on our review of data in previous years we have seen that students with disabilities are not experiencing the same MCAS outcomes as their peers. We have not had a large enough population of English Learners to have reliable data for this subgroup. However, we have hired a new coordinator of English Learners and we have implemented improved systems both for identification of our EL population and services provided for ELs to increase their English proficiency. Our ACCESS scores indicate that many of our ELs will be classified as FELs and we will continue to monitor this subgroup. We are committing to work to close achievement gaps for these subgroups and recognize that this work will need strong partnerships between our school, families, and our entire community.

→ 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?

At MCCPS we are committed to a full inclusion program for all students, when appropriate. We recognize that there are some exceptions to this effort to fully include students on IEPs in general education settings. For example, students who need specialized reading services, counseling services, occupational therapy, physical therapy, or speech and language support may be pulled out into of the general education setting for these C-Grid services. We make every effort to limit the impact of these services on a student’s schedule. When possible, these services are delivered with a push-in approach, rather than pull-out. While we have not had a large number of students with severe/significant special needs, we do have a small number of students who need more restrictive support.

Evidence-based program #1:

Additional Supports for students with disabilities, including students with autism.

In order to close achievement gaps in the area of mathematics we will hire a math tutor that will be available for all students and will help us expand our math support. Additionally, we will provide access to a BCBA as a consultant for our existing staff to equip us with the skills, strategies, and resources needed to better meet the needs of students with autism.

FY21 budget item	Amount	Foundation Category ¹
Title I Math Tutor	\$10,000	D) Hiring school personnel that best support improved student performance.
BCBA Consultant	\$10,000	E) Increased professional development
Evidence-based program identified by the Department:		More student supports and professional development for teachers.
SOA program categories:		D) Hiring and E) Increased PD

Evidence-based program #2: Expanded services for English Learners

Our English Learner population has historically been relatively small. With a recent increase in this population we have hired a ESL Teacher who will serve as our EL Coordinator. We hope to continue to expand services provided to our EL population of students, provide professional development opportunities for all beyond the SEI course, as well as conference registration for our EL Coordinator. Additionally, we hope to diversify our teaching staff.

FY21 budget item	Amount	Foundation Category
Diversify the educator workforce. As our student population continues to become more diverse, we will strive to mirror that diversity among our teachers. We will expand our recruitment efforts to connect with candidates of color		H) Diversifying the educator workforce
Professional Development	\$2500	E) Improved PD for all teachers and access to conferences for our EL coordinator.
Evidence-based program identified by the Department:		D) Hiring school personnel that best support improved student performance
SOA program categories:		H) Diversity educator workforce & E) Improved 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.

Category	Outcome Metrics
Student Achievement	<ul style="list-style-type: none"> English language arts (ELA) achievement Mathematics achievement Science achievement
Student Growth	<ul style="list-style-type: none"> ELA mean student growth percentile (SGP) Mathematics mean SGP
English Language Proficiency	<ul style="list-style-type: none"> Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years)

<p>1) Department outcome metrics:</p> <ul style="list-style-type: none"> ✓ Improved ELA mean SGP for ELs and students with disabilities ✓ Improved Mathematics mean SGP for ELs and students with disabilities ✓ All ELs will make progress toward English proficiency 	<p>2) Custom metrics (must include targets as well):</p> <ul style="list-style-type: none"> ✓ In addition to access and equity, we are focused on student engagement. We will utilize survey data and internal assessments including iReady and IXL to measure improvements in engagement.
--	--

→ **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?

At MCCPS, community is our middle name and we are committed to partnering with all families, including our families of students with disabilities and English Learners. We will pursue renewed efforts to increase participation in SEPAC and we will create an ELPAC. The COVID-19 pandemic has increased our awareness of the importance of connecting with each individual family to prevent any student from being disconnected to remote learning opportunities. Our reopening plan includes opportunities for these high needs students to have some access to in-person supports even during the remote learning phase of our plan.

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:

MCCPS regularly communicates with our team of educators and with our parent community. We are working toward more engagement through our PTO, a new parent ambassador program, our SEPAC, and will pursue the creation of an ELPAC. Our Board of Trustees and Committees of the Board are continuously involved in discussions about this important work.

By checking here, I certify that the Marblehead Community Charter Public School Board of Trustees voted on our Student Opportunity Act Plan.

Date of vote: December 22, 2020

Outcome of vote: