

Student Opportunity Act Plan: SY 2021-2023

Collegiate Charter School of Lowell

→ **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, Collegiate Charter School of Lowell (CCSL) is committed to providing a top-quality education to a highly diverse student body that will prepare students for success in college. However, we recognize that not all student groups have experienced the same level of success to date. Based on a review of our data, our English learners and students with special needs, report lower engagement in school as measured by achievement data. In addition, our educator workforce does not mirror our student population: Just 20 percent of our educators are of color, compared to 80 percent of our students. Finally, in the time of COVID-19, our students' SEL has dissipated since online learning.

→ **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?

1. Inclusion for students with disabilities (SWD). For the past two years, our Special Education and English Language Learner Programs Self-Assessment determined that our school needed to better serve SWD in a least restrictive environment and we did not have sufficient staff to provide inclusion services to all students. We have invested in four additional inclusion teachers and associated PD as part of a pilot program to support the development of educators in delivering instruction in an inclusionary setting in AOCs. This inclusion pilot program will be available to all SWD, including students of color and low-income students as well as ELs who also receive special education services.

FY21 budget item	Amount	Foundation Category
Inclusion teachers (2)	\$350,000	Classroom & Specialist Teachers, Employee Benefits / Fixed Charges
Inclusion PD	\$10,000	Professional Development
Evidence-based program identified by the		Inclusion/co-teaching for students with disabilities
SOA program categories:		D (hiring school personnel) and E (PD)

2. Diversifying our educator workforce. Our workforce does not mirror our student population, a fact which we believe lowers the engagement and academic success of our students of color. We have participated in career fairs that focuses explicitly on teachers of color. Collegiate has established a grant program to support prospective teachers with the costs to prepare for the MTEL and provides these new employees with mentors in the school as part of our efforts to ensure an inclusive workplace for newly-hired educators. To further support an inclusive environment and promote high achievement and engagement for all our students, we will continue to offer culturally responsive PD for all educators.

FY21 budget item	Amount	Foundation Category
MTEL test prep grants	\$2,000	Professional Development
Mentor stipends for educators	\$15,000	Professional Development
Culturally responsive PD	\$15,000	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)	

3. Conditions for student success. A connected school community is a group of students, teachers, leaders, parents and the wider school who learn from each other, together in a collaborative environment, inside and outside the classroom. This environment connects people, schools and technologies to meet common learning goals. These goals can be specific to particular class work or can guide a whole school or learning community.

FY21 budget item	Amount	Foundation Category
Community mental health partners (2)	\$100,000	Social Work services, Employee Benefits / Fixed Charges
Enrichment Camp	\$10,000	Camp for Students focusing on SEL
Evidence-based program identified by the Department:	Community partnerships for in-school enrichment and wraparound	
SOA program categories:	<i>D (hiring school personnel) and I (developing additional pathways to strengthen college and career readiness)</i>	

→ **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.

<p>1) Department outcome metrics:</p> <ul style="list-style-type: none"> ✓ Improved ELA mean SGP for all groups identified above ✓ Improved Mathematics mean SGP for all groups identified above ✓ Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years) 	<p>2) Custom charter school metrics</p> <p>Student engagement (measured by improvements in our annual student survey given school-wide—questions related to engagement)</p> <ul style="list-style-type: none"> ✓ More diversified workforce (measured by more teachers of color hired by the school—EPIMS and employee survey) ✓ Positive student mental health (measured by amount of referrals to social work, mental health services)
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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?

Collegiate Charter School of Lowell recognizes that family engagement is critical to ensuring successful outcomes for all students. Given our focus on student subgroups, it is particularly important that we find ways to effectively engage our families of students of color, students from low-income backgrounds, EL students and students with disabilities.

We recognize that existing family engagement opportunities at our school may not be effective in reaching all families. Therefore, in addition to our ongoing Parent Connection meetings, we are also committing to pilot more family forums on-line that will specifically target families of students of color, ELs, students with disabilities, and those from low-income backgrounds. This will allow educators to connect with families online to engage in a two-way dialogue about shared goals for their students. We will measure the engagement of families who attend the forums through a follow up survey and track the number of and demographics of families reached each year.

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:

Collegiate Charter School of Lowell partnered with UTEC, to lead our community engagement efforts and ensure broad and demographically representative participation. We engaged the following groups: focus group of parents/guardians including Parent Connection representatives, focus group of educators, special education parent advisory council, EL parent advisory council, the Boys and Girls Club of Lowell. A primary concern for families was the lack of educator diversity in our school; a second was the lack of support for students who are not meeting academic expectations for their grade level.

By checking here, I certify that the [insert name of charter school's] Board of Trustees voted on our Student Opportunity Act Plan.

Date of vote: March 16, 2021 Outcome of vote: Unanimous