

AMSA Charter 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?

The Advanced Math & Science Academy Charter School’s mission states that “AMSA will create an atmosphere of celebration of knowledge where children of all backgrounds and abilities excel in all subjects, especially in math, science and technology, empowering them to succeed in the workplace in our modern high-tech world”. At AMSA we are committed to identifying gaps in our students’ knowledge when they enter AMSA through a variety of methods and interventions to effectively target ways to close the achievement gap for all our students regardless of their backgrounds and/or academic abilities.

We are currently focusing on an identified intersecting cohort of students from variety of lists which include: our economically disadvantaged students, students with disabilities, English learners, students identified by DESE as lowest performing, and based on AMSA term grades. Using these sources, we have identified students who need additional supports and interventions.

→ 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: Summer School and Summer Enrichment Program – expand longer school year opportunities to increase skill development, engagement, and to address regression and/or gaps in learning.

AMSA’s Summer School and Enrichment Program will launch this summer for the first time in the school’s history. Students who fail a class will be required to attend for credit and skill recovery (as outlined in our Student Parent Handbook) and students who earned a grade in the C- to D range in English or Math will be invited to attend the Enrichment portion of the program to reinforce skill and increase knowledge. A coordinator will design the program and the school principal will hire AMSA teachers for the summer program. AMSA curriculum will be taught by our own staff which will further prepare students for the following school year. We estimate that at least 100 students will participate and will be taught by 10 teachers to achieve a 1:10 student to teacher ratio. This program will increase competencies, confidence, and achievement in our students.

The program will be evaluated throughout the summer to determine improvements and possible expansions which will be made for the following two summers.

FY21 budget item	Amount	Foundation Category ¹
Summer & Enrichment teachers (10)	\$20,000	Other Teaching Services
Program Coordinator	\$5,000	Other Teaching Services
Evidence-based program identified by the Department:	Support Skill Development - Targeted Student Supports	

¹ The foundation categories are: Administration; Instructional Leadership; Classroom & Specialist Teachers; Other Teaching Services; Professional Development; Instructional Materials, Equipment, and Technology; Guidance and Psychological; Pupil Services; Operations and Maintenance; Employee Benefits/Fixed Charges; and Special Education Tuition.

SOA program categories:	A (expand learning time) and D (hiring school personnel)
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Evidence-based program #2: Math Intervention – Hiring school personnel that best support improved student performance

AMSA’s Math Intervention program was created this year to support students who are having a difficult time grasping certain mathematical concepts or who have significant gaps to fill. Students are identified by their math teachers and referred to the Math Department Chair who determines eligibility and targeted interventions, and then the student is accepted into the program. We currently have 30+ students in grades 6-10 enrolled in the program, which is taught by 6 math interventionist and supported by 20 student coaches. Our math interventionists are AMSA math teachers who are earning a stipend to work with students during the Directed Study period, Academic Workshops, Monday a-synchronous learning days, and after school depending on student and teacher availability. The math interventionists are in regular communication with families to ensure success.

With enough funding, we will continue to offer this program annually and expand it to include additional students and possibly English as well.

FY21 budget item	Amount	Foundation Category
Math Interventionist Coordinator (1)	\$10,000	Classroom & Specialist Teachers
Math Interventionists (6 @ \$35/hr.)	\$8,000	Classroom & Specialist Teachers
Evidence-based program identified by the Department:		Math Intervention Program – explicit instruction and cooperative learning
SOA program categories:		D (hiring school personnel) and Targeted Instructional Strategies

Evidence-based program #3: Remote Learning In-Person Support Services – Academic and Social services to support students’ social-emotional health.

AMSA is currently 100% Remote Learning, but we recognize that we have students who need additional in-person support and remote learning supervision. To meet this need, we will be hiring three additional paraprofessionals to supervise and support approximately 30 students. The groups will be limited to 10 students each. Students will attend their regular remote learning classes in the classroom and will be assisted and kept on-track by the adult in the room. The Remote Learning Student Supervisors will also be able to closely monitor student progress and report continuing concerns. Student will be able to take breaks and lunch with other students in the classroom to increase social interactions and improve social-emotional conditions for the students during this challenging time. We will also be tracking daily and period attendance for each of the students. Students will also have access to periodic counselor support as needed.

We will be focusing on an identified intersecting cohort of students from variety of lists which include: our economically disadvantaged students, students with disabilities, English learners, students identified by DESE as lowest performing, and based on AMSA term grades. The School Counselors are also referring to the program. The program will begin in February 2021.

The desired outcome for the program will be to improve student academic achievement and engagement, social/emotional support, assignment completion, and attendance.

FY21 budget item	Amount	Foundation Category
Remote Learning supervision & support (3)	\$33,000	Other Teaching Services

Evidence-based program identified by the Department:	Embedded staff to coordinate student support services (Targeted Student Services)
SOA program categories:	D (hiring school personnel)

→ **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"> ✓ Mathematics Achievement for all students identified to participate in the programs through successful class completion and MCAS results. ✓ ELA Achievement for all students identified to participate in the programs through successful class completion and MCAS results. ✓ Percentage of 12th graders completing advanced coursework by graduation as outlined in our Accountability Plan 2020-2025. 	<p>2) Custom metrics (must include targets as well):</p> <ul style="list-style-type: none"> ✓ AMSA’s mid-year and final mathematics assessments. ✓ Term grades
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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?

The Advanced Math & Science Academy Charter School prides itself on being a tightknit community where all voices and opinions are welcome, encouraged, and respected. The goal is for all stakeholders to work together to make AMSA an outstanding school with high expectations and the necessary supports in place to ensure student success. In order to make this happen, open communication, teamwork, and transparency is key.

We employ a variety of communication methods to engage our families: weekly newsletters, monthly Family Forums (Q&A opportunities), bi-monthly PTO meetings and activities, annual Title 1 parent nights, Back-to-School parent nights, 8th Grade Step-Up Night for parents, Counselor topic parent coffees, and family alert messages as needed. We survey our families twice per year (late fall and spring). We also offer translation services for written and in-person communication and events. We are also in the process of updating our entire website so it will be more clear and easier to use.

In addition, for the students participating in the programs outlined in section 2, teachers and staff will be communicating directly with parents concerning student progress. The summer programs will offer a mid-program progress report, a final grade, and family communication as needed throughout the program.

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:

AMSA offers two family and student surveys each year, one in the late fall and the other in the spring. These surveys are comprehensive and the feedback we received has indicated that some parents and students feel additional academic supports and a summer school program are needed. Prior to 2020-21, AMSA had a very active Community Council made up of parents, teachers, administrators, and students. The purpose of the council is to offer suggestions, make recommendations, and offer feedback. Academic concerns and the need for additional supports for students who struggle academically, emotionally, and socially, has been a focus for the last several years. (This council will reconvene in the 2021-2022 school year.)

AMSA also has a very active and supportive Education Committee within our Board of Trustees. The Education Committee provides input concerning our academic program and has encouraged us to strengthen our student support services as well. Each year, four AMSA students also serve on this committee and they are an invaluable resource.

AMSA's administrative team created the programs included in this plan in collaboration with the AMSA Academic Department Chairs, School Counseling (504s) Department, Special Education Department, ELL and Literacy Departments, Deans, and AMSA teachers.

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: The AMSA Board of Trustees Education Committee *recommended* the SOA plan to the Board of Trustees on Thursday, January 14, 2021. The entire AMSA Board of Trustees will take a final vote at the next Board Meeting scheduled for Saturday, January 23, 2021.

Outcome of Board of Trustees vote: TBD (1/23/2021)