# Student Opportunity Act Plan: SY 2021-2023

***Benjamin Banneker Charter Public School***

→ **Commitment 1: Focusing on Student Subgroups**

The Benjamin Banneker Charter School is committed to ensuring that all students are academically successful. Based that the 2019 MCAS results the subgroups (DATA- Overall score and SPED and ELL subgroup data) In that time, the students identified as needing and IEP or ELL services have not made the adequate growth (from 46% to 40% SPED and ELL from 41% to 47.4% economically disadvantaged). Although academic progress has always been met in the past we are disappointed in the lack of growth last year.

In response to the Student Opportunity Act (SOA), Banneker has developed a draft plan with an Social Emotional Learning initiatives to submit to the state that will account for the resources earmarked under SOA. We recognized that we are required to set aside a budget that will result in the closing and/or elimination of our achievement and opportunity gaps. Additionally, Special Education teachers will participate in ongoing professional development, where data and feedback are embedded into the weekly routine of teachers and staff. Ongoing teacher training will be focused on and the continuous improvement of curriculum and pedagogy to enhance the craft of teaching and ensure effective collaboration between special education and regular education teachers.

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

We believe that every student is a unique and talented individual who can and will learn when provided with a rich curriculum, engaging student-centric environment, high quality teachers, and a culture of high expectations and social-emotional support.

Banneker’s Language Arts program has evolved over time from its start with the Literacy Collaborative to the current hybrid model which is a culmination of many practices proven to be effective for Banneker’s students and staff. In math we are adding a more rigorous program in K-2 to ensure that students start 3rd grade well prepared with basic skills needed to succeed with higher grade level tasks. Banneker’s program also provides students with opportunities for accelerated or advanced work. We believe in finding out the best path forward for each child. Taking a highly individualized approach to student learning, struggling students are also identified and given the supports they need to master basic foundational skills.

* New Programs for 2020/21
	+ SEL Initiative (Systematizing the school wide use of Responsive Classroom)
	+ Greg Tang Math all grades
	+ Ready Common Core all grades

# Evidence-based program #1: [Professional Development]

The Banneker Coaching Model provides both horizontal and vertical alignment of our curriculum. Banneker’s educators participate in ongoing professional development, where data and feedback are embedded into the weekly routine of teachers and staff. Ongoing teacher training, and continuous improvement of curriculum enhances the craft of teaching. Banneker has created an environment where teachers are encouraged to be innovative and grow. A yearly professional development calendar is one of the many elements provided in support of teachers and their development.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category1** |
| **Mentor stipends for****educators** | **$18,000** | Professional Development |
| **External Professional****Development** | **$20,000** | Professional Development (Greg Tang, CulturallyResponsive Learning, Remote Learning PD. |
| **SEL Initiative** | **$8,000** | Social Emotional PD |
| **Evidence-based program identified by the****Department:** | Increased Professional Development |
| **SOA program categories:** | Professional Development |

# Evidence-based program #2: Targeted Instruction

Banneker is a data driven student centered school where we strive to ensure that each student reaches their full potential. The school follows a full inclusion model with two teachers in each classroom that allows for small group targeted instruction. In addition, we have content area coaches, sped/ELL staff and an Interventionist all who provide additional support to both teachers and students. Prior to each data meeting, classroom teachers work with Teacher's Associates and/or their grade level team to create an action plan in order to meet the needs of each student on an IEP/ELL. Teachers deaggregate the data according to student growth and grade level performance and decide on 1-3 strategies to implement to ensure the success of all students. Teachers present their action plans to the administrators during data meetings for suggestions and approval. Growth is measured through IReady Data, MCAS, internal assessments (Benchmarks) along with teacher input.

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| **Teacher Associates** | 100,000 | **Small teacher to student ratio** |
|  |  |  |
|  |  |  |
| **Evidence-based program identified by the****Department:** | Targeted Instruction for SPED and ELL students |
| **SOA program categories:** | School personnel |

# → Commitment 3: Monitoring Success with Outcome Metrics and Targets

The use of research-based methods, interim formative assessments, learning analytics, and proven platforms provide Banneker staff with timely data. Student data is used for instructional and classroom insights that allow for differentiated instruction to support the individual need of the child. Banneker’s approach to data is unique, sophisticated, evolving and differentiates our practice from many other schools.

**1) Department outcome metrics:**

✓ Improved ELA mean SGP for all groups identified above

✓ Improved Mathematics mean SGP for all groups identified above

✓ Increased percentage of students meeting annual target based on ACCESS testing

✓ VOCAL data

**2) Custom metrics (must include targets as**

**well):**

✓ Increased growth on IReady Data for ELL and children on IEP’s

✓ Improved scores for ELL and SPED students on end of unit data and benchmark data

✓ Improved student engagement (measured by surveys – questions related to

1

engagement SEL engagement initiative)

✓ Improved Science for all groups identified above

# → Commitment 4: Engaging All Families

BBCPS Charter School 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 ALL of our families.

At the Banneker, we strive to ensure that our academic program meets the needs of all of our students. We pride ourselves on being a STEM School with an excellent Music and Arts Program. Each month, the Banneker hosts a parent meeting where various content and topics are covered, dinner and childcare are provided at no cost to parents to ensure that all families can attend. In addition, the school hosts many annual community events such as a STEAM'S Expo, spaghetti dinner, K1-2 performance, 4th grade school musical, Winter Concert, Spring Instrumental Concert, Carnival and spelling bee.

In addition to our digital studio and floating lab, we have a One to One Computer Program; We provide MacBook Pros for each student in grades 3 through 6th. Graduates are able to purchase their computers for a minimal fee.

At times 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 meetings, we have an “Open Door Policy” where parents know that they can meet with teachers when necessary, not just during scheduled parent teacher conferences. At the end of each school year, we send home a parent survey to measure the engagement of families and to receive feedback.

# Certifications:

 **X 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:**

School leadership team, School Special Education and ELL Department, and Afterschool Director.

# X By checking here, I certify that the BBCPS Board of Trustees voted on our Student Opportunity Act Plan.

**Date of vote:** January 21, 2021.

 **Outcome of vote: Approved**