**Student Opportunity Plan 2021 - 2023 School Year**

**Bridge Boston Charter School**

### Commitment 1: Focusing on Student Subgroups

Which student subgroups will require focused support to ensure all students achieve at high levels in school and are successfully prepared for life?

Bridge Boston Charter School is committed to ensuring all of our Scholars are thriving as whole beings who, with support from their parents and teachers, can serve as creators of their own futures. We recognize that not all student groups are performing at desired achievement levels. Based upon a review of our district and state data, our Latino American, African American, English Learners, and Scholars with Disabilities are not performing at the same level or beyond as their state peers. Two subgroups of students with disabilities have been identified as needing targeted student support or redesigned programming to better meet their needs, students with autism in our kindergarten program and students with significant emotional impairment.

Additionally, our educator workforce does not mirror our student population. Just 49 percent of our educators are of color, compared to 98.8 percent of our students. Among our students, African American/Black students represent 68.3%, whereas this group comprises 21% of our teachers. Hispanic/Latinx students represent the next largest group, at 26%, vs. this group’s representation of 3.4% of teachers.

We are committing to intensive and strategic work to close achievement and opportunity gaps for our Scholars in these subgroups and recognize that this is integral to the viability of our school community.

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

Which evidence-based programs will your district adopt, deepen, and continue to best support the closure of achievement and opportunity gaps? What resources will you allocate to these programs?

1. ***Supporting educators to implement high-quality, aligned curriculum.*** In 2018 - 2019, we decided to adopt [Eureka Math](https://greatminds.org/math) because our local, district, and state achievement levels for all Bridge Scholars were below expectations. Teachers across the community were utilizing a variety of programs and curricula that made it difficult to support teaching and learning. By aligning our school mathematics program, we can better support teachers with a common language, approaches, and resources. Additionally, we believe we are primed to deepen how teachers are unpacking the standards and mathematical concepts students are engaged in and assessed. For the 2020 - 2021 school year, we have budgeted for a math specialist (K1 - 4) and math coach (grades 5-8) who will support our teachers during common planning time, lead professional development, and provide coaching and modeling. Furthermore, we believe it is important we create interactive hands-on workshops for families to teach them strategies they can incorporate at home to support their child(ren).

In addition to the adoption of a school-wide curriculum, we implemented an RtI pilot using iReady for students receiving special education services. The pilot was in response to lagging math scores, and extreme gaps between the performance of students with disabilities from their peers, the pilot using iReady, a research based curriculum based measure and intervention tool, was implemented in SY19-20. Using the diagnostic tool to create intervention groups allowed teachers to address the particular lagging skills. Based on the improvement in students math performance, the pilot will be expanded to include grades 1-8 in SY 20-21 .

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| **FY21 Budget Item** | **Amount** | **Foundation Category** |
| Math Specialist (full-time) | $190,000 | Specialist Teacher, Employee Benefits |
| Math Coach (part-time) | $70,000 | Consulting Fees |
| Math PD | $10,000 | Professional Development |
| Mathematics Digital Licenses for 150 - 200 students/year | $10,000 | Licenses |

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| **Evidence-Based program identified by DESE** | Coherence & Professional Learning |
| **SOA Program categories:** | D (hiring school personnel) and E (PD) |

2. ***Diversifying the educator/administrator workforce through recruitment and retention***.

Our educator and administrator workforce does not mirror our student population. Teacher and staff diversity prepares students to be global citizens by exposing them to people from different cultures and social groups. Moreover, teachers of color boost the academic performance of students of color exponentially, including improved reading and math test scores, improved graduation rates, and increases in aspirations to attend college. Given this research, our school has made intentional efforts to recruit and retain educators and staff of color. Specifically, we have sponsored MTELs, MTEL prep courses, an in-house RETELL course, professional development, and mentorship opportunities.

Second, Bridge Boston has participated in job fairs focused around diversity recruitment, such as NEMNET, and have posted our jobs to HBCU’s (historically black colleges and universities). Third, our organization has also implemented a new, hard-to-fill role bonus that provides a stipend, on top of an employee’s base salary, to diverse lead teachers. Fourth, we have also made a more explicit focus on bringing diversity into leadership roles within the organization.

Currently, the highest leadership roles in the organization, Executive Director and Principal, are held by men of color. Finally, we are proud to have also reformed our staffing process to include more questions that test for racial equity and inclusion competency. In doing so, we have significantly increased the overall percentage of diverse teaching fellows and assistant teachers in SY21 – our primary pathway to teacher leadership. In the coming year, we hope to build on the systems we have currently put in place and further increase the capacity of our diverse educators and staff to take on leadership roles within the organization.

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| **FY21 Budget Item** | **Amount** | **Foundation Category** |
| MTEL licensure grants | $4,000 | Professional Development |
| Mentor stipends | $20,000 | Professional Development |
| Hard to Fill Role Stipends | $20,000 | Professional Development |

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| **Evidence-Based program identified by DESE** | Diversifying the educator and administrator workforce |
| **SOA Program categories:** | D (hiring school personnel) and E (PD) |

1.5 ***Improve our full-day, high-quality pre-kindergarten for 4-year-olds***

There are now thousands of studies indicating the critical nature of early childhood education. Researchers from five universities, led by the Harvard Graduate School of Education, analyzed 22 high-quality studies, which were conducted between 1960 and 2016. This meta-analysis found that children who attended high-quality ECE programs were less likely to be placed in special education, less likely to be retained in a grade, and more likely to graduate from high school than peers who didn’t attend such programs. (Impacts of Early Childhood Education on Medium- and Long-Term Educational Outcomes (McCoy, Yoshikawa, Ziol-Guest) Bridge Boston has had a full day program for 4 year olds since its opening in 2011. However, the program has failed to implement some of the most cutting edge and proven-effective interventions. In the next three years, Bridge would like to redesign its pre-k program and opportunities incorporating the following critical practices:

**Build Partnerships with Community-Based Preschool Programs.** In an effort to move towards expanded access to high quality preschool programs, districts can use funds to dedicate staff time to building relationships with community partners and/or to build or enhance an early childhood advisory council to inform the community’s vision for this work and implementation plan.

**Select a Developmentally Appropriate Curriculum and Instructional Model.** The district could engage teachers and principals, the early childhood advisory council, or an existing committee to identify curricular options for the program.

**Ensure Early Student Success.** Based on the science of how young children learn, data should be gathered through authentic learning opportunities (e.g., observations) where children have opportunities to show educators what they know and are able to do through their conversations, actions, demonstrations, etc.

**Provide Professional Development.** The provision of professional development and coaching for public school and community-based educators and administrators is an important evidence-based practice to ensure that services and supports delivered are high quality, implemented with fidelity and lead to improved outcomes for young children.

**Engage in a Quality Improvement System and/or an Accreditation Process.** Improved and sustained outcomes for young children is linked to the delivery of high-quality learning opportunities. Plans could include opportunities for the public and community-based preschool programs to work together to pursue quality improvement efforts, such as the Department of Early Education and Care’s (EEC) Quality Rating and Improvement System (QRIS) and/or the National Association for the Education of Young Children (NAEYC) accreditation, to validate the quality of learning environments for all children and to communicate to families the importance of having access to high-quality opportunities for their children.

***Developing Targeted Student Supports*** Two subgroups of students with disabilities have been identified as needing targeted student support or redesigned programming to better meet their needs, students with autism in our kindergarten program and students with significant emotional impairment. To improve service provision to students with autism in the inclusive preschool and kindergarten classrooms, we hired a teacher with licensure in severe special needs (SY20). In SY21 we have added 2 ABA support staff (a research based technique to support students with autism to learn specific skills). Additionally, we contracted with a BCBA to provide supervision and consult regarding best practices for students with autism.

To improve the learning opportunity of students with significant emotional impairments we developed the SELF Program (Social Emotional Learning Focus). The program was initially started in January 2019 in response to the needs of two students requiring significant therapeutic support and differentiated instruction throughout the school day. In the SY20/21, the program will be expanded to include more students in the lower division and to expand to the upper division as students in the program.

We will measure the success of these initiatives in our district level formative & benchmarks assessments on social-emotional, physical, language, and cognitive development.

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| **FY21 Budget Item** | **Amount** | **Foundation Category** |
| Early Childhood Education Professional Development including NAEYC coaching | $40,000 | Consulting Fees |
| NAEYC Fees | $4,000 | Accreditation Costs |
| Special Educator (Autism-Full time) | $210,000 | Specialist Teacher, Employee Benefits |
| ABA assistant teachers (2) | $80,000 | Specialized support staff, Employee Benefits |
| BCBA Consult | $5,000 | Consulting Fee |

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| **Evidence-Based program identified by DESE** | Coherence & Professional Learning |
| **SOA Program categories:** | D (hiring school personnel) and E (PD) |

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

What metrics will your district use to monitor success in reducing disparities in achievement among student subgroups? Select from the list of DESE metrics or provide your own.

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| **DESE Outcome Metrics:** | **Custom District Metrics:** |
| * Math mean SGP | * Student engagement (measured by annual student survey) |
| * Math achievement percentiles | * Staff Culture (measured by bi-annual staff survey) |
| * Attendance Data | * Formative/Benchmark Assessment Data |

### Commitment 4: Engaging All Families

How will your district ensure that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the district regarding their student’s needs?

Bridge Boston recognizes the power of partnership with our parents & guardians. Our parents & guardians truly want the best for their child(ren) despite managing job security, housing, bias & racism, and other domestic challenges that may serve as barriers to their success. We have a great opportunity to guide our students’ first teachers with strategies, tools, resources, they can utilize to extend learning beyond the building.

Our parents and guardians have responded well to engagements where we provide childcare, food, and translation support. We will continue to hold our annual summer BBQ & registration drive, quarterly parent/admin dinners, bi-annual parent conference days, home visits. This year, the special education and ELL departments collaborated to have SPELPAC dinners. These dinners were well attended, approximately 30% of the families served by the two departments. The Department of Special Education has worked to have IEP meetings at times that are convenient to families. During the COVID19 shut down, meetings were held virtually. Parent participation in IEP meetings is 99%.

With a focus on creating math workshops for our parents & guardians, we anticipate growth in parent engagement and student engagement and achievement. We will measure the engagement with our parents and students using a survey. We will measure student achievement on specific math concepts from the workshop using teacher-generated exit tickets.

### Certifications:

**By checking here, I certify that our school district has engaged stakeholders in accordance with the SOA. Please summarize your stakeholder engagement process, including specific groups that were engaged:**

Bridge Boston has engaged the following stakeholders: Teachers, Teaching Support Personnel, Parents, Board of Trustees.

**By checking here, I certify that our Board of Trustees voted on our Student Opportunity Plan**

**Date of Vote: July 22nd 2020**

**Outcome: Approved on July 22, 2020**