**Student Opportunity Act Plan: SY 2021-2023**

***Benjamin Franklin Classical Charter Public School***

→ **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 BFCCPS Vision statement states that The Benjamin Franklin Classical Charter Public School will be an inclusive, vibrant learning community where integrity, knowledge and resourcefulness define our students and empower them to serve the greater community with confidence. Our Student Opportunity plan is going to focus on two main tenets of this statement, inclusive and knowledge. For the purposes of our vision statement, we define inclusive as “We embrace and celebrate the diverse backgrounds and abilities of all students, staff and families at our school,” where knowledge is defined as “We create a classical instructional program with high academic standards that builds a foundation of essential learning and skills in every student.” In order to realize this vision, it is necessary for us to focus on our growing population of EL students, as well as our diverse student population, mainly students of color and latinx students.

Identified in the past as a “zero incidence school”, BFCCPS’ EL population has grown over the past five years to 6.6% of our student population. As we continue to expand our enrollment from 450-900, we believe that percentage will continue to grow. While we do not have a large enough number of students to generate subgroup MCAS data, we do administer internal MAP Growth assessments three times per academic year. In disaggregating our MAP growth data, our EL students make less growth gains and score lower than their peers. Our commitment through our SOA plan is to focus our academic support efforts on closing the achievement and opportunity gaps facing our EL students.

As we continue to expand our enrollment, we are seeing a change in the racial and cultural diversity of our students and our families. We will be using our next charter term to set the stage for in depth work in the areas of Diversity, Equity and Inclusion, with a focus on building the cultural capacity of our faculty and staff, a review of our curriculum through a diversity, equity and inclusion lens, as well as a review of our policies and procedures and our family engagement strategies to continue to support the partnership between school and families, a key to the academic, social and emotional success of our students.

→ **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: Building Conceptual Understanding of Mathematics for Teachers in Grades K-6 to support the implementation of Eureka! Math Program.**

BFCCPS underwent a curricular change in FY20 and implemented the Eureka! Math program. The BFCCPS Curricular leadership team, comprised of BFCCPS teacher coaches and Curriculum director, supported the roll out of this program. Through walkthroughs, evaluations, and targeted grade level team meetings, as well as targeted Professional Development of our teacher coaches; we identified the area of conceptual understanding of mathematics and variety in pedagogical approaches as two areas of continued professional development for our teachers of math. Partnering with Hilary Kreisberg, and the Center for Math Achievement at Lesley University, our teachers received high quality, job embedded PD and Coaching on math instruction for all learners. Focusing on targeted skill instruction and conceptual understanding, we have created a PD, implementation, observe, provide feedback loop for teachers as they move through this academic year.

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| **FY21 budget item** | **Amount** | **Foundation Category[[1]](#footnote-1)** |
| Eureka Workbook Modules for Students | 14,492 | Materials and Supplies (Consumable) |
| In Sync Video Instruction for Students | 3,360 | Technology- Access (Yearly) |
| Job Embedded PD (Center for Math Achievement- Lesley University | 20,000 | Professional Development |
| **Evidence-based program identified by the Department:** | | Curriculum Selection/Adoption  Coherence and Professional Development |
| **SOA program categories:** | | Supporting Educations to implement High Quality, Aligned Curriculum (E,F) |

**Evidence-based program #2: Supporting foundational literacy skill acquisition in students In K-5.**

As part of our ongoing curricular review and assessment, the BFCCPS Curricular leadership team, in conjunction with classroom teachers representing multiple grade levels K-5, has been supplementing our current literacy program (Wonders) with more leveled, authentic texts and themed novel studies. During the current year, our Director of Curriculum, Instruction and Assessment as well as one of our teacher coaches underwent leadership training with the Lesley University Center for Reading Recovery and Literacy Collaborative in order to support roll out and implementation of reading instruction K-5 that will incorporate both the research based Wilson Fundations and the research based Fountas and Pinnell approach to literacy instruction. During FY22, BFCCPS teachers will be trained in both Fundations and aspects of the Fountas and Pinnell program. We will continue to partner with Lesley University, this time with Irene Fountas, and the Center for Reading Recovery and Literacy Collaborative to provide high quality, job embedded PD and coaching on literacy instruction for all learners. Focusing on targeted skill instruction and foundational literacy skills, we will continue a PD approach of implementation, observe, provide feedback loop for teachers as they move through the 2022 academic year.

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| **FY21 budget item** | **Amount** | **Foundation Category[[2]](#footnote-2)** |
| Leadership Training | 2,000 | PD |
| **Evidence-based program identified by the Department:** | | Curriculum Selection/Adoption  Coherence and Professional Development |
| **SOA program categories:** | | Supporting Educations to implement High Quality, Aligned Curriculum (E,F) |

**Evidence-based program #3: Diversifying Educator Workforce**

In conducting our community wide Mission Survey in 2019, we asked specific questions of our community around diversity, equity and inclusion at BFCCPS. Parents, Faculty and Staff had an opportunity to provide feedback regarding curriculum, policies, procedures, and staffing through a lens of diversity, equity and inclusion. Based on that feedback, family engagement and diversity, equity and inclusion were identified as areas of improvement. Since the 2019-2020 school year was our first year of our major expansion (456 students- 708) and a 40% increase in our faculty and staff, we focused on building a cohesive, collaborative community. Our school wide professional development goal for the 2020-2021 school year is starting our work in Diversity, Equity and Inclusion (DEI). This includes first, school wide (faculty, staff, administration and Board of Trustees) culturally responsive professional development training, the creation of a DEI team, and a 5 year plan for addressing these topics by an in depth review of curriculum, teaching practices, policies, procedures, and especially recruiting and retention strategies. To begin this work we have two initiatives. A DEI team was created of Parents, Faculty, Staff, Administration and Board members. The team reviewed Professional Development partners that had K-12 experience. After interviewing several candidates, the team selected Promoting Good LLC. This vendor will provide PD as well as support to the DEI team to create an agenda and a plan to move this work forward. Part of that work will be on creating recruitment and retention strategies to diversify our faculty, staff and administration as well as our Board of Trustees.

As part of a stronger recruitment and retention strategy, we have implemented a new teacher support program that supports teachers new to the field of teaching through their first five years of teaching. This program follows an RTI process for supporting teachers, where goals are set, teachers are supported through a 6 week coaching cycle, where teacher coaches observe and provide feedback on the specific goal. After the 6 week cycle, the coach and the teacher determine if they would like to keep that goal, or identify another one to work on if progress has been made and documented. New teachers are provided this support in a scaffolded manner, with stronger supports in their first 2 years of teaching, and then slowly backing off those supports as necessary through their next 3 years of teaching. Any teacher joining BFCCPS in their first 5 years of teaching are eligible for the support of this program. This ensures that new teachers receive the support they need through their toughest years, and also sets a culture for coaching, feedback and support for veteran teachers as well. We believe that creating a supportive environment where new teachers can safely practice and receive feedback on their pedagogical, planning, assessment, and management skills will help us build a strong teaching corps, but also retain teachers in a supportive, collaborative environment.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Diversity, Equity and Inclusion Professional Development (Promoting Good, LLC) | 10,000 | Professional Development |
| New Teacher Coach | 75,000 | Faculty/Staff- Educator Support |
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| **Evidence-based program identified by the Department:** | | Diversifying the educator and administrator workforce |
| **SOA program categories:** | | D (hiring school personnel) and E (PD) |

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

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| 1. **Department outcome metrics:**    * ELA Achievement for all subgroups mentioned above    * Math Achievement for all subgroups mentioned above    * Progress made by students towards attaining English language proficiency (percentage of students meeting annual targets calculated to attain English proficiency in six years) | **2) Custom metrics (must include targets as well):**   * + Diversity, Equity and Inclusion impacts on family engagement as measured by annual family survey   + Diversity, Equity and Inclusion impacts on staff recruitment and retention as measured by Faculty and Staff annual survey. |

→ **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?**

**BFCCPS recognizes the importance of family engagement in successfully educating students. With weekly newsletters to keep families informed of upcoming events, changes in schedules, and an insight into what Is happening at BFCCPS and in the classrooms. We also publish 3 Pillar newsletters on a trimester basis that helps families engage more in depth with the pillars of our mission. Coupled with PCO meetings, a SEPAC and a newly established ELPAC, our families have many opportunities to engage with our faculty, staff and other community members. The creation and support of the Diversity, Equity, and Inclusion team, as well as a newly created Wellness Committee, provide additional opportunities for families to become engaged in the planning and implementation of new initiatives.**

**BFCCPS is working in concert with the Massachusetts Charter Public School Association and participating in a year long professional development series on increasing family engagement. We are hopeful to leverage the learning and training from these professional development offerings to make strategic changes to our Family Engagement Strategies to reach more families and provide additional opportunities for engagement.**

**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:**

Parents, faculty, staff and administration were engaged in the creation of this plan. Data collected and analyzed from our community survey as well as feedback from teacher surveys were used to create tangible goals tied to specific areas of improvement outlined in those surveys. Parent feedback was also collected via discussions with parents participating in ELPAC meetings.

**☑ By checking here, I certify that the Benjamin Franklin Classical Charter Public School Board of Trustees voted on our Student Opportunity Act Plan.**

**Date of vote: Thursday, March 11,2021**

**Outcome of vote: BFCCPS Board of Trustees voted unanimously to approve the SOA Plan outlined in this document.**

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. [↑](#footnote-ref-1)
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