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

***Boston Green Academy Charter 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?**

At Boston Green Academy (BGA), our focused work to improve student achievement has focused on two student groups: Hispanic/Latino students and Students with Disabilities. Our SOA plan will focus on these two student subgroups.

BGA’s DESE accountability data has shown that in both 2018 and 2019 Hispanic/Latino students were our lowest performing subgroup (performing in the lowest 10% of our accountability category, K-12/Middle-High School). In both years for this group chronic absenteeism increased and achievement on MCAS in most grades in ELA and Math was the lowest of any racial/ethnic subgroup. BGA’s local measures (Attendance, Behavior and Course Performance- ABC data) similarly show that attendance rates and course performance are the lowest for Hispanic/Latino students among any subgroups and are lowest in our high school grades. While ELLs do struggle on some indicators, our analysis shows that non-ELL Hispanic/Latino students at BGA are struggling the most (American-both Latinos, usually males).

BGA also enrolls a relatively high percentage of Students with Disabilities (SWDs), 32% in 2019. Due to our lottery, this includes an extremely diverse group of disability profiles. These students represent a significant percentage of our DESE Lowest Performing Quartile on MCAS (approx. 75% in both middle and high school grades). Likewise, the ABC data for SWDs shows that they have higher rates of behavior issues and lower rates of course performance than their non-disabled peers (they do have better attendance). For BGA’s MCAS and accountability performance to improve, we must strengthen outcomes for this subgroup.

For these reasons we believe our SOA plan and other school improvement plans should focus on these two subgroups.

→ **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?**

Boston Green Academy, as a Horace Mann Charter School, does not receive Chapter 70 funds. Any SOA funds intended for our school would flow through the Boston Public Schools, which controls budgeting of them as our host district. The examples below are the best approximation of how BGA will use other non-SOA funds to support these SOA initiatives. Should the Department wish to reconsider the policy which prevents Horace Mann Charters from receiving SOA funds, we would be happy to join in and support that discussion.

To support these two subgroups in improving student outcomes, BGA has adopted the following strategies:

* **Supporting educators to implement high-quality, aligned curriculum**
	+ Starting in FY21 BGA purchased Goalbook Pathways, a standards-aligned online platform to support teachers in developing rigorous grade-level assignments in all core course areas. This was rolled out after being piloted with our special education teachers and spread to the entire staff this year. We will continue to use this platform over the next two years to support this work and have aligned our evaluation student performance and professional practice goals and professional development to this work. This will benefit our Students with Disabilities and Hispanic/Latino students in all courses. This is one of the evidence-based practices identified by the Department.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Purchase of Goalbook Pathways online platform | $12,500 | Instructional Materials |
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| **Evidence-based program identified by the Department:** |  **Supporting educators to implement high-quality, aligned curriculum** |
| **SOA program categories:** | E and F |

* **Increased personnel and services to support holistic student needs**
	+ In FY21 BGA expanded our staffing in key areas to support key student groups and will expand this in FY22 and beyond. In FY21 BGA increased our ESL FTE from 3.0 to 4.0 in order to better serve the ELL subset of our Hispanic/Latino students. We also added an dual certified SPED/ESL teacher to provide academic interventions for students on the DESE Lowest Performing Quartile list (a caseload of approximately sixty students across the school). Finally, we added stipends for tutoring specifically for ELLs and SWDs. In FY22 we will add a Family & Community Outreach position (1.0 FTE) specifically for our Latino students and families who comprise approx 43% of our student population. The person hired will be a bilingual Spanish speaker. We will also hire a new Director of Special Education position in FY22 to oversee and lead our entire special education program with a focus on the quality of instruction and outcomes in addition to compliance. These moves will benefit our Latino and SWD populations and are one of the evidence-based practices identified by the Department.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| 1.0 FTE Interventions Teacher  | $67,000 | Classroom and Specialist Teachers |
| 1.0 FTE ESL Teacher | $85,000 | Classroom and Specialist Teachers |
| 1.0 FTE Family & Community Outreach position | $75,000 | Guidance and Psychological |
| 1.0 FTE Dir. of Special Education | $110,000 | Administration |
| **Evidence-based program identified by the Department:** | **Increased personnel and services to support holistic student needs** |
| **SOA program categories:** | C and D |

* **Inclusion/co-teaching for students with disabilities and English learners**
	+ As mentioned above, the SPED/ESL Interventions teacher will provide inclusion/co-teaching with SPED and ESL teachers to support SWDs and ELLs, a subset of our Latino students. This will benefit our Latino and SWD populations and is one of the evidence-based practices identified by the Department.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| 1.0 FTE Interventions Teacher  | $67,000 | Classroom and Specialist Teachers |
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| **Evidence-based program identified by the Department:** | **Inclusion/co-teaching for students with disabilities and English learners** |
| **SOA program categories:** | D and E |

* **Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners**
	+ In FY21, as in previous years, BGA held a vacation Acceleration Academy in February and a summer academy for students in grades 6-10 in math and ELA. Students who needed the extra supports were invited to attend, with a focus on Latino students and SWDs. In FY22 and beyond we will be running them during February and April vacation and the summer. This will benefit our Latino and SWD populations and is one of the evidence-based practices identified by the Department.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| February Acceleration Academy- Stipends | $50,000 | Other Teaching Services |
| April Acceleration Academy- Stipends | $50,000 | Other Teaching Services |
| Summer Acceleration Academy- Stipends | $75,000 | Other Teaching Services |
| **Evidence-based program identified by the Department:** | **Acceleration Academies and/or summer learning to support skill development and accelerate advanced learners** |
| **SOA program categories:** | A and E |

* **Parent-teacher home visiting programs**
	+ In the summer of 2019, BGA’s Student Support Team began a pilot program of summer home visits with 25 of our most high-needs students as identified by our ABC data. In Summer 2020 this was expanded to include 60 students and families in the wake of COVID closure. In Fall 2020 the program was expanded again to include any family who met certain criteria on our ABC data (low online attendance, poor grades, etc.). So far we have visited almost 100 families this year, many multiple times. This program will continue in the next two years and beyond. This will benefit our Latino and SWD populations, as they are highly represented in our lowest ABC data, and is one of the evidence-based practices identified by the Department.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| 7.0 FTE Student Support Personnel assigned to home visits (20% of time total, 1.4FTE) | $140,000 | Pupil Services |
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| **Evidence-based program identified by the Department:** | **Parent-teacher home visiting programs** |
| **SOA program categories:** | E |

→ **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.**

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| 1. **Department outcome metrics:**
	* Improved average student achievement (MCAS Next Gen scaled score) for both groups identified in ELA, Math and Science
	* Improved SGP for both groups identified in Math, ELA and Science
	* Decreased chronic absenteeism for Hispanic/Latino students
 |  **2) Custom metrics (must include targets as well):*** + Improved ABC data in each term and EOY for both groups identified
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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?**

BGA continues to work to strengthen our engagement with the families of students in these two subgroups (Hispanic/Latino students and ELLs). Over the last several years we have increased our staffing in both areas, diversified our staff to add more Spanish-speaking staff, embarked on a five-year plan to dual-certify all core classroom teachers (it is now 39 of 42, 93%), and to strengthen our instructional platforms to ensure full access to rigorous, standards-based lessons in all classes. Families have appreciated this but have uneven degrees of engagement. Our families of SWDs are highly engaged around the IEP process and with many teachers, but struggle at times to support their students at home. Likewise, our Hispanic/Latino families care deeply for their students but struggle to engage with the school around their academic performance.

We have established both a SPED PAC and ELL PAC to help engage them specifically beyond the traditional family council opportunities. We also have added staff this year and will do so again next year, especially the Director of Special Education and the Bilingual Family and Community Outreach position. As always, all students will continue to have an Advisor (supporting 8-10 students on average all year) who can act as advisor and primary contact for families. We will measure the engagement of our families using BPS surveys and track our own touchpoints and connections in our student information systems, while also monitoring our outcomes. We continue to refine our efforts to support these subgroups and look forward to further progress.

**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:**

BGA’s Family Council, Board of Trustees, Leadership Team, and Equity Team were all involved in the creation of these initiatives and the budgets that support them.

**X By checking here, I certify that the Boston Green Academy’s Board of Trustees voted on our Student Opportunity Act Plan.**

The BGA Board of Trustees approved the BGA Student Opportunity Act plan at their meeting on February 2, 2021.