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

***Boston Preparatory 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?

Boston Prep is committed to ensuring all of our students achieve success in school and after graduation. However, we recognize that not all student groups have experienced the same level of success in all areas to date. Based on a review of our data, we noted the following student sub-groups faced opportunity gaps, for which we are providing focused supports:

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| --- | --- | --- |
| **Student Sub- Group** | **Opportunity Gap** | **Focused Support** |
| Male students | [Suspension rates](https://profiles.doe.mass.edu/ssdr/default.aspx?orgcode=04160000&amp;fycode=2020) are higher for male students, on average, than for the general population:* Out of school suspensions:
	+ All students: 6.3%
	+ Male students: 10.2%
* In-school suspensions:
	+ All students: 8.3%
	+ Male students: 12.2%
 | Think:Kids |
| English learners | Our grade 9 course completion rates for English learners are lower, [on](https://profiles.doe.mass.edu/profiles/student.aspx?orgtypecode=5&amp;leftNavId=16823&amp;fycode=2020&amp;orgcode=04160000) [average,](https://profiles.doe.mass.edu/profiles/student.aspx?orgtypecode=5&amp;leftNavId=16823&amp;fycode=2020&amp;orgcode=04160000) than for the general population:* All students: 79.1%
* English learners: 66.7%
 | Expanded learning time |
| Economically disadvantaged | Our college attendance rates for economically disadvantaged students are lower[, on average,](https://profiles.doe.mass.edu/nsc/gradsattendingcollege_dist.aspx?orgcode=04160000&amp;orgtypecode=5&amp;TYPE=DISTRICT&amp;fycode=2019) than for the general population:* All students: 94.8%
* Economically disadvantaged: 88.5%
 | Persistence Project |

We are committing to intensive work to close opportunity gaps for these student subgroups and recognize that this important work will take not just the efforts of school staff, but also our families and community.

# → 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?

Within the last few years, Boston Prep has begun to adopt several strategies focused on meeting the needs of the specific student sub-groups referenced above. Alongside several other ongoing strategies to ensure the success of all of our students, we intend to continue and deepen our work on three important initiatives that are already underway:

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| **Student Sub- Group** | **Focused Support** | **SY21 Summary** | **Expected Changes, SY21-SY23** | **SOA****Category (A- I)** |
| Male students | Think:Kids | We are implementing Think:Kids as a behavioral and SEL strategy in grades 6-12. | We are working to get teachers trained in the Think:Kids certification program. Once we have certified teachers, we can begin to transition some of the training and teacher- coaching on collaborative problem solving in-house. | C |
| English learners | Expanded learning time | Boston Prep operates on an extended school day and extended school year. | Boston Prep will continue to operate on an extended school day and extended school year, and will ensure that our use of time is aligned to student needs. | A |
| Economically disadvantaged | Persistence Project | Boston Prep provides college preparatory guidance counseling to students beginning in grade 9, and continuing through the first years of college. | Boston Prep will continue to provide these supports, and will continue building out its data set to understand the set of factors that influence our alumni’s ability to persist to and through college. We will use this data set to reflect on what is working, and what additional supports might be needed, particularly for the Boston Prep students and alumni who face the most significant challenges. | I |

#### Budget Tables for Programs to Close Gaps

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category1** |
| Think:Kids | $50,000 | Professional Development |
| **Evidence-based program identified by the Department:** | Increased personnel and services to support holistic student needs |
| **SOA program categories:** | C) Social services to support students’ social-emotional and physical health |

|  |  |  |
| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Expanded school day/year | $500,000 | Administration Instructional LeadershipClassroom & Specialist Teachers Other Teaching Services Guidance and Psychological Pupil ServicesOperations and Maintenance |
| **Evidence-based program identified by the Department:** | Increased personnel and services to support holistic student needs |
| **SOA program categories:** | A) Expanded learning time in the form of a longer school day or year |

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Persistence Project: Counselors | $225,000 | Pupil Services |
| **Evidence-based program identified by the Department:** | Early College programs focused primarily on students under- represented in higher education |
| **SOA program categories:** | I) Developing additional pathways to strengthen college and career readiness |

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.

# → 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 ELA and Math

achievement for all groups identified above* + Improved third semester college

persistence rate for all groups identified above* + Reduced chronic absenteeism for all

groups identified above | 1. **Custom metrics (must include targets as well):**
	* Reduced suspension rates for all

groups mentioned above (target: <5% suspension rate for all subgroups) |

→ **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?**

Boston Prep is committed to ensuring that all families, particularly those representing the student subgroups most in need of support, have the opportunity to meaningfully engage with the school regarding their students’ needs. We do this by:

* Establishing advisory relationships between teachers, students, and families
* Calling home to build relationships and to discuss key inputs to success (attendance, work completion, grades)
* Convening regular parent/family “Town Hall” conversations, in which parents and families can engage with school leadership about reopening plans and other issues as they arise
* Organizing monthly Parent Committee conversations
* Organizing bi-monthly SEPAC (Special Education Parent Action Committee) and ELPAC (English Learner Parent Action Committee) conversations

We will measure increases in family engagement based on these efforts by monitoring attendance on an ongoing basis.

# 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:**

Boston Prep recognizes that family engagement is critical to ensuring successful outcomes for all students. We therefore have been engaging all families, and particularly those who are new to the Boston Prep community (parents of incoming 6th graders, 9th graders, etc.), via bi-weekly Boston Prep Town Hall conversations. We began hosting these in the run-up to the beginning of SY21, to gather parent and family input on Boston Prep’s plans to reopen in the midst of the COVID-19 pandemic, and have continued using this approach since then.

Parents who have engaged in these conversations include parents of male students, English learners, and economically disadvantaged students.

#### ☒ By checking here, I certify that the Boston Prep Charter Public School Board of Trustees voted on our Student Opportunity Act Plan.

**Date of vote: 1/29/21 Outcome of vote: SOA Plan was approved**