**Student Opportunity Act Plan: SY2021-2023**

***Boston Renaissance 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?**

BRCPS is committed to improving outcomes for all students and meeting the academic condition placed on our recently renewed charter.  To reach our goals for academic achievement, we must simultaneously implement school-wide programs and programs targeted at our lowest-performing subgroups. Our MCAS data indicates students with disabilities (SWD) consistently score below their non-disabled peers at BRCPS and we are committed to addressing these gaps in achievement.

Looking at 2019 MCAS data, in ELA, Math, and Science, there are significant gaps between the average scaled scores for SWD at BRCPS and that of our non-disabled students. Low scores by our SWD lead to similar gaps between the percentage of SWD and non-disable students achieving the Meeting or Exceeding (M/E) expectations benchmark set by the Department of Elementary and Secondary Education.

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|  | **ELA** | | | **Math** | | | **STE** | | |
|  | BRCPS SWD | Non-  Disabled | Gap | BRCPS SWD | Non-  Disabled | Gap | BRCPS SWD | Non-  Disabled | Gap |
| Avg Scaled Score | 470.9 | 496.7 | 25.8 | 475.2 | 497.1 | 21.9 | 471.8 | 488.3 | 16.5 |
| M/E expectations | 0% | 40% | 40% | 8% | 40% | 32% | 9% | 28% | 19% |

We are committing to intensive work to close achievement and opportunity gaps for students and recognize that this important work will take not just the efforts of staff, but also our families and community. Our plan will direct resources to evidence-based programs to support SWD, while engaging and empowering their families.

**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: Inclusion/co-teaching for students with disabilities**

To improve outcomes for SWD we will deepen the use of inclusion/co-teaching practices. Students with Resource Room services will now receive core content instruction in inclusion classrooms, and receive additional services within the Resource Room setting during specific times in the school schedule. To support this shift, we will expand the roles of our Reading Specialists and Math Specialists to include more targeted support and collaborative teaching in inclusion classrooms.

We have created new schedule blocks, named WIN (What I Need) blocks in Lower School (K-2) and FLEX blocks in Upper School (3-6), which will be utilized for all students K-6 to receive targeted support. During these blocks, SWD will receive targeted instruction from special education teachers in Resource Rooms, one-on-one or small-group instruction from Reading Specialists or Math Specialists, and other services as indicated by their IEPs, such as occupational therapy or speech therapy with our Related Service Providers. This shift will allow us to create more effective data collection/intervention cycles and more equitably serve students across a range of needs and skill levels.

BRCPS began planning these program changes during the winter and spring of 2020 with the intention to make the necessary structural shifts and investments in SY20-21, and there is clear alignment in scope and timing with the Student Opportunity Act. This direction is also supported by feedback from community stakeholders, gathered through surveys and email outreach conducted in spring of 2020.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Special education teachers working in inclusion classrooms (12) | 800,000 | Classroom & Specialist Teachers |
| Reading Specialists (2) | 130,000 | Classroom & Specialist Teachers |
| Math Specialists (2) | 145,000 | Classroom & Specialist Teachers |
| Inclusion/Co-teaching PD | Most PD in FY21 will be provided by school staff. | Professional Development |
| **Evidence-based program identified by the Department:** | | Inclusion/co-teaching |
| **SOA program categories:** | | D) Hiring school personnel that best support improved student performance; E) Increased or improved professional development |

**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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| **Department outcome metrics:**   * + Improved average scaled score in English language arts (ELA)   + Increase in % M/E Expectations in English language arts (ELA)   + Improved average scaled score in Mathematics   + Increase in % M/E Expectations in Mathematics   + Improved average scaled score in Science   + Increase in % M/E Expectations in Science |

Using data from the state’s annual MCAS exams, improvements in the average scaled scores and increases in the percentage of students who reach the Meeting/Exceeding Expectations benchmarks will demonstrate our SWD are learning and achieving at a higher level. If gaps in achievement do not narrow because our non-disabled students make larger gains than our SWD, this will be a positive indicator for our overall academic program but will indicate we must commit additional effort/resources to SWD.

**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?**

In SY21 we will continue to take necessary steps toward establishing a functioning and stable Special Education Parent Advisory Council (SEPAC). We will build on the work we started in SY20, providing families with the tools and information to create an effective self-governing SEPAC. Under a waiver granted to BRCPS in 2019, the school is following a multi-year process to establish the SEPAC; as we do so, we will work to ensure the families who are interested in joining and leading the council are fully informed of our special education programs and services, including those described in this plan. Once officially established, the council will meet regularly with school officials to participate in the planning, development and evaluation of BRCPS’ special education programs. In addition to family engagement to build the SEPAC, BRCPS will conduct an annual survey of all parents/guardians of SWD to obtain meaningful feedback and input to be used in program evaluation and planning.

**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:**

BRCPS engaged two core stakeholder groups - families of students with disabilities, and all BRCPS teachers and special education service providers. Due to the coronavirus public health crisis, we were unable to meet with these stakeholders in person. To get input and feedback from BRCPS teachers and service providers, we created a brief survey and sent it to them via email. For the families of SWD, we emailed each family a letter that explained the proposed program changes, and asked for their feedback and input through two open-ended questions.

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

**Date of vote: 8/10/20 Outcome of vote: 8 Yes, 2 Abstain, 0 No**