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

**Helen Y. Davis Leadership Academy Charter Public 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?

Helen Y. Davis Leadership Academy Charter Public School “the Academy” is a standalone middle school that serves grades 6-8 in the Dorchester neighborhood of Boston. The Academy embodies the traditions and values of an Historically Black College and University (HBCU). Our school values are founded in a belief that the most impactful way to close the achievement gap is through great teaching, high expectations for all students, and a curriculum that is rigorous and cultural-based, to reflect the students and families that we serve.

Based on a review of our data, our economically disadvantaged students, and students with disability are not experiencing the same level of MCAS outcomes as their peers.

The Academy is committed to closing the achievement gap gaps for these student subgroups and has a sense of urgency in ensuring all our students experience academic success

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

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

### Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers (B and D).

The Academy believes that our student’s academic achievements are bolstered when provided the opportunity to participate in meaningful enrichment programming in the arts and athletics.

Additionally, enrichment opportunities for students help sets the foundation for a positive school climate and culture. The Academy will continue to offers its students a variety of meaningful programs in the arts, athletics/physical activity, academic-based courses to strengthen literacy and mathematics skills, as well as opportunities for leadership development, community service and advocacy initiatives. Programming is aligned with the school’s original charter, as well as its accountability plan. Academic- based courses are aligned with the Massachusetts Curriculum Frameworks. The Academy’s enrichment programming is embedded as part of the regular school day.

The Academy offers its educators significant common planning time that is focused, well-structured, and well-facilitated. Common planning helps drive academic achievement, establishes ownership of student outcomes, and builds a strong sense of community. Administrators at the Academy provide support to ensure common planning time is a school-wide priority. Educators are provided 60 minutes of weekly dedicated common planning time Monday-Thursday to meet as a grade level. Educators are provided

an additional 60 minutes of common planning time on Friday’s to meet in content. Lead teachers (grade level/content) lead common planning time with support from school administrators. Agendas are set, and meeting minutes are kept on Google Drive and shared with administrators. On average educators receive up to at least 76 hours of annual common planning time.

Scheduling provides educators the opportunity for common planning time. Enrichment teachers deliver enrichment courses while core academic teachers meet. Grade level teams share one period a week during which teachers deliver enrichment to all shared grade level students as an embedded course in the schedule, along for common planning time to take place during these designated periods.

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| --- | --- | --- |
| **FY21 budget item** | **Amount** | **Foundation Category** |
| Enrichment Teacher (1) | $6,480 | Classroom and Specialist Teachers, Employee Benefits/Fixed Charges |
|  |  |  |
|  |  |  |
| **Evidence-based program identified by DESE:** | Increased staffing to expand student access to arts, athletics, and enrichment, and strategic scheduling to enable common planning time for teachers. |
| **SOA program categories:** | B (Increased opportunity for common planning time) and D (Hiring school personnel) |

# → 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.** *(Please note that targets will be added to this section once SY 2020 data is released this fall.)*

## 1) DESE outcome metrics: 2) Custom district metrics:

* ELA mean SGP ✓ Illuminate data
* Mathematics mean SGP

# → 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 students’ needs?

Helen Y. Davis Leadership Academy Charter Public School believes that meaningful and culturally responsive family engagement is an invaluable component to closing the achievement gap. The Academy recognizes that maintaining effective engagement with our economically disadvantaged families, and those families whose and child is a student with disabilities is critical.

Targeted culturally responsive events that the Academy will continue to host that provide meaningful and effective engagement with our families include:

* Family Welcome BBQ (held at the beginning of the school year)
* National Hispanic Heritage Month Celebration (held at the end of September to honor our Latinx families)
* Family Feast (potluck style meal prior to Thanksgiving Recess)
* Black History Showdown (jeopardy style academic competition and event)
* Kwanzaa Celebration (annual event prior to Winter Recess)
* Homecoming Week (a weeklong celebration at the end of May)
* Blacks in Wax (student led wax museum of historical figures who are people of color)
* Quarterly parent/teacher meetings
* Parent Leadership Team and Parent Universities (PTO that leads workshops for families)

# Certifications:

### ☐X By checking here, I certify that our district has engaged stakeholders in our district in accordance with the Student Opportunity Act

**Please summarize your stakeholder engagement process, including specific groups that were engaged:**

Helen Y. Davis Leadership Academy Charter Public School offered multiple ways for families and other stakeholders to provide feedback via online surveys and email. The Academy also solicited targeted feedback from the families of the selected student subgroups (economically disadvantaged, and students with disabilities). Additional efforts to engage stakeholders included feedback from school level administrators as well as educators.

### ☐X By checking here, I certify that our district’s school committee voted on our Student Opportunity Plan.

* **Date of vote: 6/30/20 Outcome of vote: Vote was affirmative**