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

***Boston Day and Evening Academy***

# → 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 majority of BDEA students are students of color and students who come from low income backgrounds; as a result, we do not see a significant difference in these subgroups’ academic achievement levels as compared to the average.

Instead, BDEA considers a different subgroup to be one that most frequently falls behind on attendance and competency completion: students who enter our school “young and far.” “Young and far” students at BDEA are students who are 16-17 years of age and who have very little (or sometimes zero) transcript credits upon entry. These students often struggle to persist through to graduation, as they lose traction when they discover that they still have the bulk of their academic roadmap to complete. Many “young and far” students also comprise a subset of another subgroup that we see struggling at our school: those who enter with MAPS scores indicating below a 6th grade level in Math and/or Reading.

# → 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?

In School Year 18-19, BDEA created a new 5 Year Strategic Plan to change the way we “do school” and more fully support all learners. Already in its first year of implementation, this strategic planning process has revealed a number of structures across the school that we plan to revise or replace. In the interim, BDEA has several programs specifically designed to support students who are struggling to make progress in our competency-based system.

### Evidence-based program #1: Community partnerships for in-school enrichment and wraparound services

The Department has selected “community partnerships for in-school enrichment and wraparound services” as one of its evidence-based programs. BDEA agrees that this is a highly effective method for improving student outcomes, as our community partners provide critical services to our students. Many of our students who are “young and far” suffer from mental health concerns, and therefore our partnership with Wediko Childrens’ Services to provide clinical counseling on site is one that continues to make a huge impact. Additionally, as BDEA recognizes students’ needs to explore

non-academic passions such as the arts, physical education, and career exploration, we contract with outside community partners to provide those opportunities (BDEA is not allocated an in-house art or PE teacher).

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| **FY21 budget item** | **Amount** | **1****Foundation Category** |
| Wediko Children’s Services Contract | $60,000 | Other Teaching Services |
| Enrichment Contracts | $18,000 | Other Teaching Services |

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.

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| **Evidence-based program identified by the Department:** | **Community partnerships for in-school enrichment and wraparound services** |
| **SOA program categories:** | **C** |

**Evidence-based program #2: Increased personnel and services to support holistic student needs (C and D)**

BDEA, as a competency-based school, admits students who have widely disparate needs in terms of courses. This makes forming student cohorts very difficult. BDEA places a high value on relationship building amongst both students and staff; as a result, we developed a Seminar Model, which ensures that the majority of students take courses together with the same teachers in their first Trimester (and potentially beyond). Seminar teachers meet regularly to discuss the unique needs of new BDEA students, from executive functioning support, to SEL, to academic interventions. Frequently, students who score low on the MAPS test also received additional Math or Literacy intervention blocks, which are built into their schedules.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Seminar Teacher Stipends | $3,000 | Classroom & Specialist Teachers |
| Math and Literacy Interventionist Salaries | $180,000 | Classroom & Specialist Teachers |
|  |  |  |
| **Evidence-based program identified by the Department:** | **Increased personnel and services to support holistic student needs** |
| **SOA program categories:** | **C, D** |

**Evidence-based program #3: Expanded access to career-technical education, including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities (I)**

In SY17-18, BDEA received funding from the Barr Foundation to launch a program for our young men of color who were experiencing less positive outcomes at our flagship school. As members of the program design team, students expressed a desire for more relevant, work-based learning opportunities. To that end, BDEA 2.0 (as the program is now dubbed) includes a strong focus on internships, mentorships, and dual enrollment opportunities. Our intention is to leverage our learnings at BDEA 2.0 to create a similar program at our flagship school so that all students have access to high quality work-based learning.

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| **FY21 budget item** | **Amount** | **Foundation Category** |
| Pathway Coordinator Salary | $75,000 | Other Teaching Services |
| CFC Stipend | $3,000 | Other Teaching Services |
|  |  |  |
| **Evidence-based program identified by the Department:** | Expanded access to career-technical education, including “After Dark” district-vocational partnerships and innovation pathways reflecting local labor market priorities |
| **SOA program categories:** | **I** |

# → 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.

1. **Department outcome metrics:**
	* Extended engagement

rate (five-year cohort graduation rate plus the percentage of students from the cohort who are still enrolled)

* + Chronic absenteeism (percentage of students missing 10 percent or more of their days in membership)
1. **Custom metrics (must include targets as well):**
	* Competency completion with and

without intervention blocks

Our metrics around intervention blocks are indicators that students’ ability to progress forward in our competency based model is supported by additional academic supports. As most of our students arrive well below grade level, it is critical that we provide the right additional interventions to ensure success. With the addition of our BDEA 2.0 pilot program, with its work-based learning component, we hope to see increased daily attendance and an improved extended engagement rate, especially among our “young and far” students.

# → 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?

BDEA has always worked diligently to engage our families in our students’ schooling experience. As BDEA students tend to be older than average high school students, many families are less involved than in traditional schools. With that said, BDEA recognizes that strong home-school connections are crucial to student success. We host quarterly family events, from a welcome back barbecue to a Thankful Dinner to Symposium Night (where students showcase their work from Project Month). During COVID closures we also hosted frequent family zoom meetings so that families could remain in the loop with the latest news and resources. We are hopeful that continuing to utilize Zoom will make for more flexibility for parents to attend, and that we will see engagement increase. We internally track the number of participants at every event, and will continue to do so.

# 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:**

BDEA’s SOA plan was reviewed by the Leadership Team and Instructional Leadership Team during regularly scheduled meetings. In addition, the SOA Plan was reviewed by, and approved by, the Executive Session of the Board of Trustees.

x **By checking here, I certify that the Boston Day and Evening Academy Board of Trustees voted on our Student Opportunity Act Plan.** (BDEA’s executive reviewed and approved)

**Date of vote:** 12/17/20 **Outcome of vote:** All vote to approve