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

# ***City on a Hill 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?**

City on a Hill Charter Public School (CoaH) believes that all students, regardless of background, can and must achieve academically at high levels. CoaH realizes, however, that based on our current academic results, this belief is not currently being realized in our schools. Based on a review of our internal assessment data and accountability scores, English Language Learners (ELLs) and Students with Disabilities are not experiencing the same level of outcomes as their peers.

We are committed to intentionally focusing on these student subgroups who are not achieving at the same high levels as their peers, continuing evidence-based programs to close opportunity and achievement gaps, monitoring success in reducing disparities, and engaging families, particularly those most in need of support.

### 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?**

1. **Supporting Educators to Implement High-Quality, Aligned Curriculum**

City on a Hill has made standardization of our curriculum and instructional practices a primary focus, both as a former Network of schools and within our current charter, over the past two years. This implementation has included audits of all City on a Hill programs led by the Chief Academic Officer to create content maps that ensure alignment of our curriculum with state standards, as well as the creation of the roles of Chief of School(s) and Director of Specialized Services, which centralized oversight of all culture and ELL/SPED services, respectively.

During this standardization process, several changes to instruction and planning were also implemented, such as including a section on all lesson plans for ELL and special education considerations. In the coming school years, CoaH plans to continue to supporting educators to implementing our curriculum by building upon these efforts.

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| FY21 Budget Item | Amount | Foundation Category |
| Director of Specialized Services | $80,000 | Administrators, Employee Benefits / Fixed Charges |
| Evidence-based program identified by DESE: | Supporting Educators to Implement High-Quality, Aligned Curriculum |
| SOA Program Categories | Supporting educators to implement high-quality, aligned curriculum (E and F) |

1. **Diversifying our Workforce Through Recruitment and Retention**

While the demographics of our Leadership Team currently mirrors our student population, the remainder of the staff (including administrators, teachers, and paraprofessionals) currently does not. We believe that this lowers overall engagement and academic success of our students of color, as well as students of other marginalized identities.

In school year 2018-19, City on a Hill launched our Diversity, Inclusion, Citizenship, and Equity (DICE) Initiatives with the goal of providing culturally responsive teaching to our students and operating as an anti-racist, multicultural organization. These initiatives primarily have included professional development full-day, all-staff sessions about identity, race, bias, white fragility, saviorism, and prioritizing through a racial justice lens. Further, City on a Hill’s DICE initiatives have included participating in the UNCF-Walton Family Foundation K-12 Education Fellowship to build a pipeline of future Black teachers and school administrators.

In the coming school years, we plan to build upon these initiatives through additional PD, and launching an Equity Task Force to advise CoaH as we continue towards recruiting and retaining a diverse, culturally competent workforce that empowers our students and amplifies their voices.

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| **FY21 Budget Item** | **Amount** | **Foundation Category** |
| Racial Justice Foundations Training (Consultant) | $7,500 | Professional Development |
| Internal DICE Lead (Chief of Staff - 15% of role) | $10,500 | Administrators, Employee Benefits / Fixed Charges |
| Evidence-based program identified by DESE: | Diversifying the education and administrator workforce |
| SOA Program Categories | D (hiring school personnel) and E (PD) |

### 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.**

1. **DESE Outcome Metrics**
	1. ELA Achievement
	2. Math Achievement
	3. Science Achievement
2. **Custom District Metrics**
	1. Student Engagement Survey

### 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?**

In school year 2019-2020, City on a Hill Charter Public School partnered with SchoolWorks, an education consulting group, to create a robust evaluation of City on a Hill’s programs. Through this partnership, SchoolWorks reviewed documents, observed classes, and engaged the following groups: focus group of students representative of all grades, focus group of parents including Parent Council members, focus group of general education teachers, focus group of special education teachers, focus group of special education administrators, and focus group of school and Network administrators.

Further, following the decision of the Board of Elementary and Secondary Education to renew City on a Hill Charter Public School (then known as City on a Hill Charter Public School Circuit Street) with probationary conditions and to consolidate the City on a Hill Charter Public School Circuit Street and City on a Hill Charter Public School Dudley Square charters, a Needs Assessment Action Plan was created to address the concerns of the Department of Elementary and Secondary Education. This plan was created based on the finding and frameworks used by SchoolWorks, in conjunction with an external consultant, Senior Leaders, and Special Education Administrators. This plan was also posted to our website with the opportunity for all community members (students, family, and Boston residents) to provide feedback. Additionally, several Board of Trustees meetings included public comment for all changes to the school, and encouraged families and community members to attend.

Finally, following the onset of the COVID-19 Global Pandemic, Senior Leaders, Deans of Citizenship, Advisors and Special Education Administrators sought additional engagement through one-on-one meetings with students and all-school surveys which asked specifically about additional supports sought and allowed respondents to name if their student had an EIP, is an English Language Learner, or identifies as part of one of the identified subgroups named above.

Primary concerns from our community engagement included teacher turnover, overall academic results, and additional support available for students during the COVID-19 Global Pandemic.

### Certifications:

*⌧ 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:**

*⌧ By checking here, I certify that our district’s school committee voted on our Student Opportunity Plan.*

* **Date of Vote:** 8/14/2020
* **Outcome of Vote:** Approved