

# **Helen Y. Davis Leadership Academy Charter Public School**

*Teaching Students to Learn Today and Lead Tomorrow*

**Annual Report 2017-2018**

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## **Helen Y. Davis Leadership Academy Charter Public School**

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## Introduction to the School

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<b><i>Helen Y. Davis Leadership Academy Charter Public School</i></b>			
<b>Type of Charter</b>	Commonwealth	<b>Location of School</b>	Boston
<b>Regional or Non-regional</b>	Non-regional	<b>Chartered Districts in Region</b>	Boston Public Schools
<b>Year Opened</b>	2003	<b>Years the Charter was Renewed</b>	2008, 2013 and 2018
<b>Maximum Enrollment</b>	216	<b>Enrollment as of June 2018</b>	214
<b>Chartered Grade Span</b>	6-8	<b>Current Grade Span</b>	6-8
<b>Number of Instructional Days per School Year</b>	190	<b>Students on Waitlist as of June 2018</b>	314
<b>School Hours</b>	8am-4pm M-Th, 8am-12pm F	<b>Age of School as of 2017-18 School Year</b>	15
Our mission is to develop high-achieving students of good character who use problem solving, communication, and interpersonal skills to inspire others and to catalyze educational, economic, and political advancement within their communities and the broader nation.			

### Seven Core Values

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- *Thought Leadership* – Creative problem solving, innovative thinking
- *Personal Excellence* – Doing your best at everything you do
- *Respect* – Treating others as you would like to be treated
- *Intellectual Curiosity* – Insightful questioning, the desire to learn and know
- *Integrity* – Reliability, trustworthiness, honesty with yourself and with others
- *Compassion* – Sympathy and empathy for others
- *Community Citizenship* – Acting to improve your community

## Letter from the Board Chair and Executive Director

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This year we have taken the time to reflect on our rigorous college preparatory curriculum, which incorporates the richness of African culture and academic standards focused on improving academics for an ever-changing world. We are continuing to focus on the **Massachusetts Curriculum Frameworks** and the **Common Core Standards** with an ongoing emphasis on Math and Science. Our Instructional Leadership Team works to ensure curriculum alignment and the integration of our core values in order to increase student understanding and character development. We continue to teach and urge our scholars to understand their ancestral past on their journey to academic success and leadership. As we continue to improve upon Science standards, teachers explore and create strategies which incorporate the cultural aspects and contributions of African and Caribbean Americans.

The Academy's Board of Trustees, leaders, and faculty members believe in the potential of every student in our school. Many are marginalized, underestimated, and have been underserved in their past educational endeavors. Our curriculum has provided strong academic supports and opportunities, but also promotes the growth and character development of the "whole child." The Academy requires all students to participate in leadership development programs and events. Therefore, we continued to work with our established partners: *The CYSTEM, African Studies Department at the University of Massachusetts-Boston, Building Impact, Harvard Medical School, TUGG, MIT, Eastern Bank, Citizens Bank, Roxbury Community College, Lesley University, C-Plan, EdVestors, Paige Academy, ICEP, MassPep, Kick Dreams United, Shooting Touch, PEAR, MassCS-Can, Boston Urban Gardens, CityLife, The Boston Juneteenth Committee, Senegal, and the China Exchange Initiative*. We have forged new community partnerships to help support all dimensions of our students and their families. These partnerships include: *Home For Little Wanderers, Suffolk County Family Resource Center, Somerville Homeless Coalition, Elizabeth Stone House, Operation LIPSTICK, WE ARE BETTER TOGETHER: WARREN DANIEL HAIRSTON PROJECT, March For Our Lives, Revolt Television & National Geographic, The Children's Room, Youth Connect, RESPONDINC, Tech Goes Home (TGH), Boston Public School Department of Student & Family Engagement, Children's Services of Roxbury - Clinical Services, Department of Family Services (Park St.), Friends of Buck's Rock, BSAFE, Crossroads 4 Kids, Department Community and Housing Development, and MOVA (Massachusetts Office of Victim Advocacy)*.

We continued to work with EdVestors on the "Zeroing in on Math" initiative, where we continued to work with other Boston Middle Schools to ensure that more students are prepared for rigorous high school academics and success in college and career. In addition, we were chosen as a MassCS-CAN demonstration school to focus on the social and emotional growth of our students through the PEAR program, in which we work with traumatized children to help them engage with learning.

Our Board of Trustees continue to build and grow with the reformation of ambitious and robust working committees that support the mission and vision of the school. The Board has completed a self-evaluation and has had board training that supports levels of accountability for the school leader, as well as themselves. The Board has also developed a partnership with the *Greater Boston Chamber of Commerce* hoping to increase relationships with the business community. The Trustees are focused on revising and fulfilling a strategic plan based on capital, school growth, and academic achievement.

As we continue to "make effort toward progress" we prepare our students for the challenges of high school, college and the wonders of the world beyond. Thank you for your continued support and commitment to our mission and the success of our young people.

# Faithfulness to Charter

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## Mission and Key Design Elements

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All students are able to recite the school mission and do so every morning at Community Circle and at special ceremonies for high achievement and good character. We are a school with distinctive ceremonies and strong culture, and we offer many opportunities for students to participate in these rituals. Our celebrations provide a sense of family and community, develop students' character, and support learning. We continued this year with our most important ceremonies, which are the *African-American History Month Celebration*, *Blacks in Wax* presentation, *Graduation* and the *Opening Day Celebration*. We have *Benchmark Celebrations* periodically during Community Circle for students after they have made high achievement or significant academic growth. We also have a celebration with students after MCAS scores are made public. New programming since 2016-17 included the *Homecoming Week*, *Black History Month Showdown*, *Harlem Renaissance to Hip-Hop Poetry Event*, *Spring Formal* and *Battle of the Cohorts Basketball Tournament*. We acknowledged students for academic achievement, academic growth, and leadership qualities.

## Modes of Instruction

Our teachers use the methodologies of Socratic Seminar and debate, cooperative learning techniques, interdisciplinary instruction, and differentiated instruction. Teachers meet in grade level teams to foster interdisciplinary approaches to instruction and cooperative learning strategies learned during professional development with professional development consultants. Teachers did a lot of cooperative learning this year with the students, but also used the other modes of instruction. Teachers also use direct instruction—research shows that with our urban, underserved population, direct instruction works well to help students bring their learning up to grade level. Teachers utilized school wide mnemonic devices to support learning and assessment strategies. RTI is an individualized program for supporting students with academic “gaps” in learning. The *Achievement Network* data supports individualized and RTI (Response to Intervention) programming to focus instruction.

Examples of the use of different modes of instruction in 2017-18:

- Used technology IXL (math), and TenMarks (math) to support instruction and provide an additional learning mode
- In ethics classes, the teacher fills in gaps in ELA and Math as needed
- Teachers in every classroom do what they can to fill gaps as needed in other subjects, based on benchmark assessments and formative data.
- Urban Farming—this project combined service learning and different modes of instruction, as well as advocacy.
- In all classes including science, math, and social studies, teachers incorporate literacy and writing into their assignments to reinforce skills taught in ELA classes.
- Blacks in Wax, which we do every year, is a cooperative learning project in which students edit and critique each other's' written and oral parts of the project. The humanities teachers work on this project to ensure students use the common core standards of research, written and oral presentation.
- Harlem Renaissance was a differentiated approach to teaching poetry based on Common Core standards and the Massachusetts Frameworks, which this year included self-publishing the poetry.
- We used RTI (Response to Intervention) and direct instruction, as well as differentiated teaching and learning.
- Socratic Seminar and Debate were used extensively this year in all grades and multiple subjects (ELA, math, science, ethics) and in Community Circle. (See Accountability Plan Performance for more information.)
- We added the National Junior Honors Society: Students who are inducted need to meet a certain GPA requirement, meet behavioral standards, and show leadership skills.

### *Differentiated Instruction*

The PEAR program was piloted to help determine the best ways to approach students, based on their resiliency or social-emotional indicators. Differentiated is done through a combination targeted differentiation for specific students and incorporating different modes of learning and instruction in the whole classroom, using learning stations and similar methods. Specific examples: iPad programming of things such as IXL, Ten Marks, Khan Academy; technology used to differentiate; students had the opportunity to create PowerPoint presentations as final projects (visual and kinesthetic); making chocolate milk recipes to learn about ratio and proportion; going outside and measuring bricks to learn about length x width and perimeter (kinesthetic); and Socratic Seminar and Debate.

### *Service Learning Program*

The goal of the service learning program is to connect students to DLA's Core Values of leadership, personal excellence, respect, intellectual curiosity, integrity, compassion, and community citizenship through meaningful and concrete experiences at Davis Leadership Academy and through partnerships with community organizations. Students do at least three service learning projects as a class, rather than individually. This year's 6<sup>th</sup> grade service learning projects were: the Urban Farming Initiative, March For Our Lives (Washington, D.C.), creating and painting a mural, and the Homecoming Event. In 7<sup>th</sup> grade, community service projects included: working with the Saint Ambrose Women Shelter, March for Our Lives (Washington, D.C.), Urban Farming Initiative, and the Homecoming Event. Eighth grade community service projects included working and reading with Paige Academy, the Homecoming Event, Urban Farming Initiative, and March For Our Lives (Washington, D.C.).

### *Core Values*

Our students sign a student contract and can recite and explain the seven core values. Our sixth graders went through the Rites of Passage to become a full part of the school community, and to succeed they had to exemplify the core values by their everyday actions. Students demonstrated the core values on a regular basis this year, which contributed to a continued increase in academic performance and improvement overall in behavior. Students demonstrate and reflect on compassion, integrity, and respect through the discipline reflection form. The Honor Roll reflects personal excellence and the National Junior Honors Society is composed of students that reflect high achievement and adherence to core values. Thought leadership is demonstrated through debates and Socratic Seminar in multiple classes, chess at lunch, and through conferencing about discipline issues. Community service within the building is exhibited through the breakfast and lunch program where students have an opportunity to participate in school service.

### *Developing Leadership Skills*

The seven core values serve as the paradigm for good character and leadership at the school: thought leadership, personal excellence, intellectual curiosity, integrity, respect, compassion, and community citizenship. The Core Values are shaped and strengthened in the classroom, on field trips, in student-teacher interactions, through the Rites of Passage, and daily presentations in the Community Circle. The core values foster a cohesive and collective sense of purpose and a safe, orderly learning environment. Specific examples of where students and teachers discuss and develop leadership skills are in Ethics class, history classes, through discussion of the core values, the discipline program, and service learning.

### *Extended Time in Learning and Professional Development*

The school continues to provide an extended school day (8:20 am-4 pm M-Th, 8:20 am-12:20 pm F) and an extended school year (190 days) in four quarters. In addition, the school offers Saturday School, tutoring, and Summer Institutes for students needing additional academic support and orientation for students entering grades 6 and 7. Every Friday, students have an early release day, allowing teachers time to meet in grade-level and subject-

level groups. Teachers participate in professional development trainings as well as looking at student work and disaggregating Achievement Net data to inform classroom instruction. Specific evidence: this year we held Saturday MCAS sessions.

### *Counseling Program*

As detailed in our charter, we continue to offer counseling programs to our students to provide them with the social-emotional supports they need to be successful academically. Contracted counselors provide mental health counseling coordinated by our Dean of Student Affairs, who works closely with students and families. Specifically, this year we partnered with several agencies to provide counseling support for students who require it on their IEP and those who require it by request of parents or themselves. In-house support and mentoring also was provided by the Dean of Student Affairs, the Dean of Student Support, and the Director of Teaching and Learning/Principal.

### *Tusene Men's Group*

The goal for the Tusene Men's Group (tusene = support in Swahili) is to improve the social, academic and emotional well-being of young urban men who are often at risk of academic disengagement and eventually dropping out of school. Mentoring provides the opportunity to see success in other males that may have undergone similar social, academic, and emotional challenges. "Teens who have had a long-term relationship with a mentor enjoy higher self-esteem, better health, less involvement with gangs or violence, more exposure to social norms, and better outcomes at school and work" (DuBois & Silverthorn, 2005). We ran a very successful young men's group this year, which led to improved performance by our young men in school as well as on the MCAS test. We also have a girls group as part of the Rites of Passage. Girls were able to participate in exercise and yoga as strategies to support health and mental well-being.

### *Culture and Heritage*

Davis Leadership Academy provides a rigorous academic curriculum paired with culturally supportive programs designed to help all students develop college preparatory skills and content knowledge as well as a better understanding of the important achievements of their culture and heritage. The faculty use African norms, including Swahili call-and-response. When students walk through the hallways and go into classrooms, they can see a purposeful reflection of the student body in posters of role models and historical figures. Many of the academic materials used reflect African and Caribbean Americans and Latinos (including purposefully having Socratic Seminar and Debates around current events in urban communities here and throughout the nation, and the teaching of African and Caribbean history and the Blacks in Wax project). Rites of Passage is a strong cultural way of ensuring all students can feel good about who they are and where they've come from. We work to ensure that the Academy has a diverse staff, including underrepresented groups such as African American male teachers (US Dept. of Ed reports 2% of teachers nationally are black males). Students participated in Black History Month Showdown, HBCU (Historical Black Colleges and Universities) tour, Harlem Renaissance to Hip Hop Poetry Event, Harvard Black Law Student Association 50<sup>th</sup> Year Celebration and Mother's Day Luncheon. Students attended the films "Black Panther" and "Wrinkle in Time" which focused on many of the cultural aspects of our students.

### *Amendments to the Charter*

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No amendments requested for school year 2017-2018.

## Dissemination Efforts

<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts? (Title)</b>	<b>Criteria</b> that best aligns to the shared best practice (choose from the drop down menu)	<b>With whom</b> did the school disseminate its best practices? (Partners and Locations)	<b>Result of dissemination</b> (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.)
BSA School Climate Project	Data sharing with other charters	Charter Leader	Family Engagement	Boston Charter Alliance	Climate Surveys for Boston Charters
Black History Project	On-Site/Electronic	Principal	Supports for Diverse Learners	Epiphany School	Critical Conversation with teachers, parents, and school leaders <ul style="list-style-type: none"> <li>• Black Culture</li> <li>• Black History</li> <li>• Black Awareness</li> </ul>
G3 Basketball Clinic	On-Site Visit	Principal	Supports for Diverse Learners	UP Academy, MATCH, FA Day, Epiphany School, Greenwood	Supporting black and brown females and sharing practices of healthy lifestyle choice and positive extra-curricular activities
Project Focus Girls of Color	Panel	Principal and Science Staff	Mission and Key Design Elements	Ayanna Pressley, ABCD Foundation, Boston Public Schools	Sharing best practices around cultural competency and restorative discipline practices with young women of color
Ten Marks Presentation	On-Site Visit	Math Staff	Supports for Diverse Learners and Instruction	Edvestors	Sharing best practices around the use of TenMarks and using TenMarks as a tool to reinforce math standards for students with learning gaps

## Access and Equity

Overall, less students were disciplined and the rate of in school and out of school suspensions decreased by 2.2% in 2017. A slight increase of discipline offenses in the subgroup SWD (students with disabilities) increased in 2017 to 14.8% from 14.3% in 2016. The high needs subgroup percentile decreased from 11.5 % in 2016 to 10.2 in 2017. The



out-of-school suspension rate for African-American students was 12% in 2016 and decreased to 7.6% in 2017. This is a significant decrease in the suspension rate. Our school demographic is primarily African-American and our suspension rates can appear relatively high as compared to other similar schools without a comparative demographic. Upon further review of the data, the Academy will continue working closely with students undergoing trauma in their communities, especially when disciplining students with disabilities.

## Social, Emotional and Health Needs

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This year, there were no changes in the school's approach to student discipline. The goal was to ensure that there was adherence to the guidelines outlined in the school handbook/code of conduct. Students took the HSA or Holistic Student Assessment, part of the PEAR (Partnerships in Education and Resilience) program, which assesses students' social and emotional strengths and things they need to improve on, and scales them into three intervention levels. The school uses the social-emotional profiles to identify which students are in need of certain interventions.

The Academy aims to create an environment that supports the academic, social, and emotional well-being of all students. In collaboration with a school counselor, students and parents/guardians can explore support service options ranging from school-based support to a referral for support at a community agency or with a primary care physician. We continue to use a combination of restorative justice strategies, PEAR and various counseling tools to support the significant number of students undergoing trauma in their communities especially when disciplining students with disabilities.

## Academic Program Success

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### Student Performance

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Please follow this link to review DLA's School Report Card:

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04190305&fycode=2016&orgtypecode=6&>

## *Student Achievement Trends*

### *Achievement Net Results*

Once again we used Achievement Net (ANET) benchmark testing to evaluate where each grade and each classroom stands in math and ELA. Performance results inform changes in instruction based on the benchmark data. This year, our students performed above the average for the network of schools taking the assessment on all the interim tests in both subjects. Performance in grade 6 showed significant improvement in SY2017-18 for both English and Math; while grades 7 and 8 showed a decrease in Math as compared to previous years. English performance remained relatively the same for grades 7 and 8, while grade 6 showed an increase in performance. \*See ANet data in attachments.

## Program Delivery

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Our Instructional Leadership Team (ILT) comprised of teachers and administrators examine MCAS data, easyCBM diagnostic data, RISE and Achievement Net (ANet) formative and benchmark data to refine instructional strategies. The changes included focused professional development, instructional coaching, implementing intervention programs and purchasing resources to support our changes.

Our focus this year was redefining the role of the instructional leadership team which is comprised of teachers and administrators in an effort to identify academic patterns and trends as a school and for individual students. Department team reports and standards-based analysis across grade-level have changed the focus from solely analysis to implementation strategies and continuous assessment. The most significant change was modeling a new RTI approach that included content team delivery on a rotating schedule, debrief and planning meetings that took place on Fridays. During the meetings the ILT re-assessed content delivery, student performance, and collaboratively planned for each grade level session. In previous years, the focus was on ELA and Math exclusively, and content was delivered across grade levels. This year's changes included a 3-week rotating schedule for each grade-level with all content-teachers focusing on their respective subjects in order to bring some consistency and vertical alignment based on the particular needs of individual student. Professional development, and coaching changes were all centered around streamlining the process of effective planning and implementation.

### Professional Development

- Professional development in ELA/History was intensive and targeted toward collaborative planning and student evaluation with an emphasis on data-driven analysis, remediation and reteach practices. Math coaching was spearheaded exclusively by our ANET coordinator who proctored curriculum internalization strategy sessions and data meetings centered around best practices identifying skill deficiencies and proper questioning strategies in order to prepare for content mastery.
- Professional development in Mathematics/Science was consistent and individualized as the school aligned with ANET benchmarks:
  - o Whole group professional development as needed:
    - Pedagogy: modeling debate-like lessons, incorporating speaking and writing activities that support increased mathematical reasoning and faithfulness to the school's goal of increasing students open response construction. An addition was

building partnerships with outside agencies that focused on culturally-relevant real world adaptation of course material.

### Instructional Coaching

- ANet coach, Humanities, Math/Science coach and ILT supported teachers with instructional implementation of academic standards. The principal also provided feedback on lesson plans before instruction, scheduled observations as well as 15 min snapshots.
  - Support provided included:
    - o One-on-one instructional coaching, including bi-weekly video observations and feedback.
    - o Weekly content meetings where teachers used data and artifacts to drive the focus of:
      - Looking at student work protocols
      - Lesson plan editing protocols
      - Horizontal and vertical curriculum adjustments and realignments
- Co-creation of lesson plans followed by peer observations and cooperative reflection of and edits to the lesson plan.
- Planning meetings, concentrated on instructional topics generated by staff interest and or data points.

### Intervention Programs

- Response to Intervention (RTI) was implemented in-depth this year allowing us to drill down on each student whose assessment scores fell below a pre-determined score. ILT was able to place students in math enrichment and RTI groups that were academically supported based on MCAS data, ANet data, and the initial Degrees or Reading Power (DRP), STAR, and mock ANet tests. RTI rotations were offered weekly with science, ELA and Math content teachers providing instruction as a team in each grade.
- Saturday School was also a space for 1-to-1 instruction and re-teach as well. We specifically targeted students that fell below a set percentage.

### Resources

- The school purchased additional Google Chromebooks and carts per grade level to support the individualization and support in mathematics and reading.
- The coherent incorporation of TenMarks and IXL, an individualized, adaptive, web-based math support programs into math classrooms.
- The use of incentives to motivate and encourage student learning.

Davis Leadership Academy began its transition to the 2016 Massachusetts Science and Technology/Engineering Standards the summer prior to the 2016-2017 academic year. In all, the process involved planning (summer of 2016), implementation (academic year 2017-2018), and revision (academic year-present). This school year was a continuation of our initial plans for the science curriculum, building upon aligning the 7<sup>th</sup> grade specifically after feedback from the grade-level teachers around vertical alignment and pacing concerns. Gavin Smith was the instructional coach for Science this year. The curriculum was connected to the science team's instructional focus: *"Planning lessons that are relevant, that builds from sensory experiences (experiential learning) to teach concepts and skills, and moves towards level 3 and 4 complexity from students."*

### Professional Development

- Professional development in ELA/history was intensive and targeted due in part to the Humanities Coach ability to build on the successful work from the prior year and her role as a teacher and PD provider. Looking at data, ELA and history teams zeroed in on areas of weakness and with the coaching and support of the Humanities Coach teachers improved their teaching in specific areas.
- Professional development in mathematics/science was consistent and individualized as the school hired a part-time Math/Science coach who was able to provide:
  - Whole group professional development as needed:
    - Pedagogy: modeling debate-like lessons, incorporating speaking and writing activities that support increased mathematical reasoning and faithfulness to the school's goal of increasing students open response construction.
    - Curriculum Planning:
      - Vertically aligning CCSS and Next Generation Science Standards (NGSS) which inspired Massachusetts's Science Curriculum Framework Standards to support rigorous and relevant student learning aimed at conceptual understanding, procedural flexibility, and advanced achievement.
      - Technology integration, which led to applying for and being the recipients of an EdVestors grant to join their Zeroing in on Math cohort that prepares students for high school, college, and careers through individualized support using web-based technology.

### Instructional Coaching

- Humanities (Director of Teaching & Learning) and Math/Science Coaches support teachers with instructional implementation of academic standards.
- Math/Science coach who was able to provide:
  - One-on-one instructional coaching, including bi-weekly observations and feedback for all mathematics teachers.
  - Weekly content meetings, alternating between math and science teams, where teachers used data to drive the focus of:
    - Looking at student work protocols
    - Lesson plan editing protocols
    - Horizontal and vertical curriculum adjustments and realignments
    - Lesson studies, that is, the co-creation of lesson plans followed by peer observations and cooperative reflection of and edits to the lesson plan.
    - Planning meetings, concentrated on instructional topics generated by staff interest and or data points.

### Intervention Programs

- Response to Intervention (RTI) was implemented in-depth this year allowing us to drill down on each student whose assessment scores fell below a pre-determined score. ILT was able to place students in math enrichment and RTI groups that were academically supported based on MCAS data, ANet data, and the initial Degrees or Reading Power (DRP), STAR, and mock ANet tests.
- Math enrichment classes for the purposes of individualizing supports and rigorous goal setting.

### Resources

- The school purchased two additional Google Chromebook carts and several Chromebook computers per grade level to support the individualization and support in mathematics and reading.

- The coherent incorporation of TenMarks and IXL, an individualized, adaptive, web-based math support programs into math classrooms.
- The use of incentives to motivate and encourage student learning.

## Organizational Viability

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### Organizational Structure of the School

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The organizational structure of the school minimally changed in 2017-18 (see organizational chart in attachments). There was one addition to administrative staff: an Executive Assistant to the Executive Director was added to the organizational chart.

### Teacher Evaluation

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We use the Massachusetts model for teacher evaluation with a few additions. We use a 30- to 90-day evaluation for teachers and staff who are new to the school or on an improvement plan. We also use a teacher observation based on a DESE observation rubric.

## Budget and Finance

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### A. Statement of Income and Expenses (Unaudited) July 2017 – June 2018

Income	
Per Pupil Tuition	3,535,446
Nutrition Reimbursement	80,000
Medicaid Reimbursement	20,000
Grant Revenue	233,675
E-Rate	17,500
Student Reimb. & Misc.	1,000
Donations & Contributions	2,000
Other Revenue	12,500
Interest	-
<b>Total Income</b>	<b>3,902,121</b>
Expenses	
1 Salary Expense	2,252,701
2 Fringe Benefits	378,411
3 Professional Development	47,500
4 Special Ed Services	100,715
4 Instruct'l Supplies & Other	187,500
5 Rent	347,914
5 Facilities	52,000
5 Utilities	50,000
6 Administrative Services	347,000
6 Nutrition	120,000
7 Interest	-
8 Other – Grants/MTRS	8,280
9 Depreciation	2,395

### B. Statement of Net Assets (Unaudited) As of June 30, 2018

ASSETS	
Current Assets	
Cash	571,875
Accounts Receivable	53,585
Prepaid Expenses & Other	199,796
<b>Total Current Assets</b>	<b>825,256</b>
Capital Assets	
Computer/Office Equipment	182,256
Furniture & Fixtures	33,859
Leasehold Improvements	16,606
Less: Accumulated Depreciation	(219,906)
<b>Total Investment in Capital Assets</b>	<b>12,815</b>
<b>TOTAL ASSETS</b>	<b>838,071</b>
LIABILITIES AND NET ASSETS	
Current Liabilities	
Accounts Payable	9,102
Accrued Expenses	36,549
Accrued Payroll & Withholdings	186,594
Line of Credit Payable	-
Capital Lease Payable	-
Deferred Income	-
Other Liabilities	-
<b>Total Current Liabilities</b>	<b>232,245</b>
Net Assets	

<b>Total Expenses</b>	3,894,416
<b>Revenues under expenses</b>	7,705

Investments in Capital Assets	-
Restricted – Board Capital	225,000
Unrestricted	380,826
<b>Total Net Assets</b>	<b>605,826</b>
<b>TOTAL LIABILITIES AND NET ASSETS</b>	<b>838,071</b>

**C. School Budget for Fiscal Year 2019 (as approved by the Board at its 6/5/18 meeting):**

**\*See Attachments**

**D. FY18 Capital Plan:**

Capital Project: Acquisition of a New Building

**1. Description of the project**

Our plan is to acquire a space or building and construct a building or renovate depending on what we are able to find.

**2. Current status of the project**

We are in the process of reestablishing a committee (which is comprised of teachers, administrators, board members, parents, students, and alumni) that meets monthly.

**3. Current estimated schedule for the completion of the project**

We expect the project to be completed within five to ten years, from acquisition of land or a building to full renovation or construction of a building.

**4. Current estimated cost for the project**

Many costs are yet to be determined, but current estimated cost is \$1,450,000.

<b>Five-Year Plan</b>						
<b>Line Item</b>	<b>FY2018</b>	<b>FY2019</b>	<b>FY2020</b>	<b>FY2021</b>	<b>FY2022</b>	<b>TOTALS</b>
Facilities Acquisition	TBD	TBD				-
Facilities Improvements		TBD	TBD			-
Site Improvements			TBD	TBD		-
Leasehold Improvements			200,000	200,000	200,000	600,000
Technology Plan	-	125,000	125,000	125,000	125,000	500,000
Furnishings & Equipment	-	75,000	75,000	100,000	100,000	350,000
<b>Totals</b>	<b>-</b>	<b>\$200,000</b>	<b>\$400,000</b>	<b>\$425,000</b>	<b>\$425,000</b>	<b>1,450,000</b>

**5. Information on how the school plans to finance the project**

We expect to finance the project through a combination of a Capital campaign and bank financing.

**6. Has the school established a capital project reserve account for the project**

The school has established a ledger account for the Capital Reserve and its balance as of June 30, 2018, was \$230,000.

**Appendix A: Accountability Plan Performance**

<b>Objective/Measure</b>	<b>2017-2018 Performance (Met/Partially Met/Not Met)</b>	<b>Evidence</b>
<b>Objective 1: DLA students will have the opportunity to attend the best area high schools.</b>		
<b>Measure 1.1:</b> Annually, 90% of DLA students will be accepted in or enrolled in high performing area high schools, meaning	<b>Met</b>	98.5% of our students who stayed in the district, and even those who moved out of district, will be attending Level 1 or 2 schools, parochial

schools that are Performance Level 1 or 2, parochial schools, or private schools, not including students who are moving out of the sending district.		schools, or private schools. 57% of our students will be going to charter schools, 4% to pilot schools, 17% to parochial schools, 3% to exam schools, and 17% to METCO (includes both in and out of district) and 1% student to BPS (Madison Park).
<b>Objective 2: DLA students will demonstrate strong problem-solving, communication, and interpersonal skills.</b>		
<b>Measure 2.1:</b> Annually, 95% of DLA students will complete 10 Socratic Seminars, Debates, or STEM/Current Events Projects that utilize problem-solving and interpersonal skills. Completion will be measured by a rubric developed and implemented by teachers. The rubric will have criteria for completion (a passing score) and for higher-level skills demonstrated by students.	<b>Partially Met</b>	89% of 6 <sup>th</sup> graders completed at least 10 Socratic Seminars, Debates, etc. 100% of 7 <sup>th</sup> graders completed at least 10, as well as 90.4 % of 8 <sup>th</sup> graders.
<b>Measure 2.2:</b> Annually, 95% of students will prepare, present, and receive a passing grade on three oral exhibitions graded through a rubric for effective communication.	<b>Met</b>	97%, 98%, and 95% of 6 <sup>th</sup> , 7 <sup>th</sup> , and 8 <sup>th</sup> graders, respectively, completed and passed at least 3 oral exhibitions.
<b>Objective 3: DLA students will have a strong understanding of educational, economic, and political influences within communities.</b>		
<b>Measure 3.1:</b> Over the course of their three years at DLA, 100% of DLA students will successfully perform 30 hours of community service. Students will be assessed based on hours completed.	<b>Partially Met</b>	Students in 6 <sup>th</sup> grade performed an average of 12 hours of community service projects, ranging from 11 hours to 15 hours. Students in 7 <sup>th</sup> grade did an average of 14 hours of community service projects, ranging from 9 to 30 hours individually. Students in 8 <sup>th</sup> grade did an average of 10 hours, ranging from 3.5 hours to 16.5 hours. We believe approximately 95% of 8 <sup>th</sup> graders met the goal of 30 hours during their tenure at DLA.
<b>Measure 3.2:</b> Annually, 95% of DLA students will complete a project focused on the importance of advocacy in communities. Students will be assessed through participation and completion.	<b>Met</b>	100% of DLA students completed advocacy projects this year. (See chart in attachments)

\*Please see Attachments for list of Socratic Seminars, Debates, Oral Exhibitions, Community Service Projects, and STEM Projects.

## Appendix B: Recruitment and Retention Plan

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School Name: Helen Y. Davis Leadership Academy Charter Public School

### 2017-2018 Implementation Summary

DLA once again had very good recruitment for the 2017-18 school year, over-enrolling students at the beginning of the year so that we filled all of our spaces even as some students left during the year. The percentage of SPED students in our school was 29% so we have met our enrollment target. The percentage of ELL/LEP students decreased a little from 14.3% in 2015-16 to 12.4% in 2016-2017 and then to 3.7 in 2017-2018 (combined first language not English and ELL 13.5), still below the median and our GNT. Our low income/economically disadvantaged increased a little from 51.6% in 2015-16 to 52.1% in 2016-17 and 59.3% in 2017-2018 still meeting our target. We continue to attract a large number of students who are sub-proficient in ELA and math, as demonstrated on their diagnostic tests as they enter grade 6, 7, and 8. In terms of strategies, we implemented all of the strategies listed in last year's plan, including having flyers in more languages and using the mail house for doing mailings to many more potential students. The recruitment success is reflected in our bigger wait list this year. Strengths of the recruitment plan this year included orientation meetings, which give parents and students a "real inside look" at the Academy. This process allowed parents to work closely with our SPED, ELL, and Special Projects Coordinator. Our focus is still on recruitment of special needs and ELL students as we continue to increase our efforts in this area. We will implement more targeted activities to support the growth of this demographic.

### General Recruitment Activities for 2017-2018

- Flyers handed out in major Dorchester, Mattapan, Roxbury intersections/T-stops
- Open houses, both in the school and in various locations in the community
- Radio ads
- Newspaper ads
- Website
- Visit Targeted elementary schools specifically the Boston Renaissance School
- Charter School Fair
- Holiday Bazaar, Blacks in Wax school events including a table for recruitment
- Neighborhood canvassing
- Mail house mailing
- Support services brochure
- "Boots on the Ground" with Spanish speaking staff
- Strategic marketing plan for enrollment and retention
- Targeting Open Houses with a focus on ELL students (specifically Spanish and Haitian Creole)
- Outreach through community centers, local radio, as well as churches.
- Developing more strategies that involve being in the communities
- Working with sharing strategies with parent groups such as C-PLAN
- Reaching out to 5<sup>th</sup> grade parents throughout the city
- Facebook advertisements



**Recruitment Plan – Strategies**

**Special Education Students/Students with Disabilities**

**(b) 2017-2018 Strategies**

- Met GNT/CI: no enhanced/additional strategies needed
  - In our brochure we mention that we use methodologies such as differentiated instruction.
  - We also mention that we focus on under-served, marginalized and under-estimated students.
  - One of our SPED teachers will speak and answer questions at open houses and recruitment events.
  - Parents of SPED students will attend open houses and recruitment events to talk to prospective parents about SPED services at the school. A SPED student will be invited to speak at open houses about their experience at the school.
  - Developed a brochure including our response to intervention programs, describing our inclusion and small group and other services, and specify learning differences that are addressed at the school. The brochure addresses literacy and math while it demonstrates services that are provided to students.

**(c) 2018-2019 Additional Strategy(ies), if needed**

- Did not meet GNT/CI: additional and/or enhanced strategies needed. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

**(a) CHART data**

School percentage:  
29%  
GNT percentage:  
n/a%  
CI percentage: 15.2%

The school is above  
GNT percentages and  
above CI percentages

**Limited English-proficient Students/English Learners**

**(b) 2017-2018 Strategies**

- Met GNT/CI: no enhanced/additional strategies needed
  - We will have a translator at open houses and community outreach events.
  - We will hand out flyers in neighborhoods in the city where there are many foreign language speakers. All recruitment flyers are distributed in Spanish, Vietnamese, Haitian Creole, Portuguese, Cape Verdean Creole, and English. Other languages encountered are addressed accordingly.
  - Flyers are posted and distributed at local venues, including supermarkets, health and medical centers, day-care centers, churches, community centers, neighborhood schools, etc.
  - We will use the Mail House like we did this year.
  - We had applications in different languages on our website and on paper this year and will continue with that strategy. We will advertise on radio and TV stations on community affairs programs for non-English speakers. We will advertise in newspapers geared toward non-English speakers.
  - We will also make contact and consistently communicate with local non-profit organizations focused on various groups of non-English speakers, such as Nuestra Comunidad, the Vietnamese Community Center, and the Haitian community organization in Mattapan. We will have our ELL coordinator make a special effort to reach out to community organizations, something we need to do more of compared to last year.
  - We will advertise in church bulletins in churches with high populations of Haitian Creole and Spanish speakers. We will distribute translated materials at cultural celebrations. We will employ Spanish and Haitian Creole speaking parents to recruit at their churches, workplaces, and social gatherings.

**(a) CHART data**

School percentage:  
3.7%  
GNT percentage:  
9.4%  
CI percentage: 47.3

The school is below  
GNT percentages and  
below CI percentages

- We will make sure that there is always someone available at parent meetings, school activities and information sessions for translation.
- We will distribute the DLA application in English and the families' native language. Families can go online to translate the online application, as well as other information.
- We will continue to work with churches in the area to recruit and reach out to families.
- We will place our applications in the various languages at the East Zone Family Center of Boston Public Schools and in neighborhoods that are densely populated with languages other than English.
- We will submit ads to newspapers that target languages and specific populations.
- Enrollment information will be sent to the Dorchester House and community organizations that specifically reach out to community organizations that serve non-English speaking populations in our geographic area.
- We will continue to have the ELL coordinator available at all parent and family meetings. The ELL coordinator will translate during parent/family information sessions and build strong relationships with ELL families.
- We will utilize parents that have been part of the DLACPS community and have English as a second language to welcome and support new families to the Academy.
- We will have more frequent information sessions and advertise the information sessions as having translation and consultation services available for all families that require language support.
- All materials will explicitly state that children with special needs and ELL are welcome to Helen Y. Davis Leadership Academy CPS.
- We will specifically advertise in El Mundo newspaper as an effort to recruit.
- Our Parent Family Advocate will specifically reach out to ELL parents to develop a relationship of communication and support.
- Our Parent Family Advocate has used the year to form relationships with several community organizations that support families with ELL students; these relationships will provide additional support for our ELL families.

**(c) 2018-2019 Additional Strategy(ies), if needed**

Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.

- Spanish, Portuguese, Haitian Creole, Cape Verdean Creole, Chinese, and Vietnamese. Families that speak any of these languages will receive our application in English as well as their native language. (2 years)
- Send our ELL coordinator and staff to community events (1 year)
- Continue to have bilingual and multi-lingual staff at open houses and information sessions (1 year)
- Reach out to community organizations such as Haitian Multi-service center, Massachusetts Alliance of Portuguese speakers, The Deadly Street Neighborhood Initiative, Hyde Park Square Task Force, and Mass. Advocates for Children, and Chinatown, places that focus on non-English speaking populations (2 years)
- Target newspapers and radio stations that broadcast in Spanish, Chinese, Vietnamese, Haitian Creole, and Portuguese (1 year)

	<ul style="list-style-type: none"> <li>• Invite prospective families and community members to events that focus on the cultures of our current students (1 year)</li> </ul>
<b>Students Eligible for Free or Reduced Lunch (Low Income/Economically Disadvantaged)</b>	
<p><b>(a) CHART data</b></p> <p>School percentage: 59.3%</p> <p>CI percentage: 47.1%</p> <p>The school is <u>above</u> GNT percentages and above CI percentages</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input checked="" type="checkbox"/> Met GNT/CI: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• We will specifically target low-income communities in Dorchester, Mattapan, and Roxbury in which to hand out and post flyers.</li> <li>• Promotional materials and information session announcements will be placed at the Boys and Girls Club, Roxbury and Dorchester YMCA and other athletic organizations.</li> <li>• We will share announcements and applications with low-income housing developments throughout the city.</li> <li>• We will also distribute application materials to ABCD sites throughout the city.</li> </ul> <p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> Did not meet GNT/CI: additional and/or enhanced strategies below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>• Diagnostic tests taken by our incoming 6<sup>th</sup> graders indicate many come in performing two or more grade levels below where they should be, so we have been taking in many students who are not proficient.</li> <li>• In our advertising materials and at open houses, we focus on the message that we help students who need to fill gaps in learning and who are underserved.</li> <li>• We will again use the Mail House to reach out to students, as that was a very successful strategy this year.</li> <li>• We will continue to work with schools that have a large population of sub-proficient students. We will target and recruit from elementary students that may be attending schools with high numbers of needs improvement and warning proficiency levels. We will provide information sessions to families that are looking for additional support for their children.</li> <li>• A link on our website will provide the characteristics of our school and strategies we use to support students that are sub-proficient. Our recruitment materials will specifically state that we support and help students improve their proficiency levels. We will emphasize on all recruitment materials and our website that we focus on “closing the achievement gap” for all students.</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>• We will target homeless and low-income students, and African American and Latino boys, who have very high dropout rates, by advertising in neighborhoods where these populations predominate.</li> <li>• The African American male teachers on our staff will attend recruiting events to help draw these populations. We will advertise that we have one of the highest percentages of teachers of color in the state.</li> <li>• Our school will host forums that specifically support black and brown boys, as well as black and brown students.</li> <li>• The schools will continue to work with street workers to support populations of boys and girls that are at-risk.</li> <li>• We will attend events that hold information sessions that support students at risk.</li> </ul>

	<ul style="list-style-type: none"> <li>We will display and share all recruitment materials to support this subgroup of students.</li> </ul>
<u>Students who have dropped out of school</u>	<p style="text-align: center;"><b>(f) 2018-2019 Strategies</b></p> <p>Not applicable.</p>
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<p style="text-align: center;"><b>(g) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>We already have a population that has a high percentage of African American students, and would look to continue to target this group to work on closing the achievement gap.</li> <li>At events we will talk about our core values, which includes personal excellence, and about our emphasis in our school on instilling pride in students for where they come from.</li> <li>As indicated in our African American subgroup MCAS scores, we have had success with these methods in narrowing the achievement gap.</li> <li>We will continue to share all recruitment materials at inner-city sports organizations, YMCA, Boys and Girls clubs and AAU teams.</li> <li>We will make our application available to organizations that specifically support black and brown boys.</li> <li>We will hold information sessions that focus on this subgroup of students.</li> <li>We will continue to work more aggressively to seek out students that may be a part of Department of Children and Families.</li> </ul>

## Retention Plan 2018-2019

**School Name: Helen Y. Davis Leadership Academy CPS**

Overall Student Retention Goal	
<b>Annual Goal for Student Retention (percentage):</b>	94%

### 2017-2018 Implementation Summary

Our “All Student Attrition” rates peaked in 2013 at 23.2% and 2017 at 22%. From 2014-2016 the attrition rates were 13.9%, 12.6% and 11.3%. Our “All Student Attrition” rate in 2017 was 9.4% higher than the state median attrition rate of 12.6%. In an effort to decrease student attrition and increase student retention – meaning students choose to remain at DLA rather than transfer to another school – our Special Program Coordinator and Recruitment Marketing Consultant have implemented the DLA five-year recruitment and retention plan. We lose students for a variety of reasons: moving or transferring to schools with seats that have a program model of 5-12 or 6-12. Most often parents do not want to risk losing a charter high school seat or exam seat for high school and choose schools that offer grades 6-12 or a 7-12 program. We lose students in grade six to exam and private schools with a 7-12 model. Therefore, some students stay at Davis Leadership Academy for one transitional year (grade 6) as opposed to the full three years (6-8 model). Parents are more likely to transfer students when long-term relationships, for example K-6, have not been forged. With only one year at

the school, it is easier for parents to transition students to exam and private schools with a high school component. Therefore, it becomes more difficult to retain students in grade 6. Retention numbers remain more stable for grades 7 and 8. Although, we have some students in grade 7 transfer to a 7-12 grade school model before entering 8<sup>th</sup> grade.

Our attrition of all students is consistent with our “High Needs Attrition” of our ELL and Special Education demographic. The attrition rate for students with disabilities is accounted for by students looking for high school options during grades 6 and 7. The percentage for both grades 7 and 8 is low, as students state having a high school option is the greatest factor in their decisions to transfer to another school. Grade 8 in this subgroup has a low attrition rate. This year a student who transferred mid-year for a high school seat returned to us as she was unhappy with the decision. The same factors for high needs come into play with 10.9% of our sixth graders and 13.8% of our seventh graders transferring to other schools in SY 2015-16. The attrition rate for the ELL subgroup was 11.8% during FY 2018 less than the rate of 20.8% in 2017. The attrition rate for the students with disabilities was 15.4%, less than the 2017 rate of 20.6%. The low income/economically disadvantaged subgroup was 15.5% less than the attrition rate of 22.1% in FY 2017. In FY 2017 our high needs subgroup attrition rate dropped significantly from 22.1% in 2017 to 15.5% in FY 2018.

This year we had more mentoring and counseling programs to help students address problem as they arise and stay on course and in our school. We worked to continue to build relationships with families through activities and ongoing communication. We also had a Parent Family advocate that was a liaison between families and DLACPS staff.

Retention Plan – Strategies	
Special Education Students/Students with Disabilities	
<p><u>(a) CHART data</u></p> <p><b>School percentage:</b> 29%</p> <p><b>Third Quartile:</b> 16.9%</p> <p>The school is above third quartile percentages.</p>	<p style="text-align: center;"><b>(b) 2017-2018 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• Our Reading Specialist helps support SPED students.</li> <li>• Our SPED Coordinator will work with parents, along with our Dean of Student Affairs, to make sure they have a voice.</li> <li>• C-Plan will be the focus this year to help parents to become more informed. Parents will work with C-Plan (charter association leadership development for parents) as a way of learning how to strategize and advocate for their children’s needs.</li> <li>• Families will work closely with grade level SPED support to ensure that a visible and supportive environment is in place for all students with disabilities. Ongoing communication will be a part of the SPC to ensure parents have strategies and support to help their children.</li> <li>• We have hired a Parent Family Advocate who works closely with parents and families; ensuring that the needs of their children are met.</li> <li>• Our Parent Family Advocate has created relationships with several support agencies throughout the city to ensure ongoing support for families.</li> </ul>
	<p style="text-align: center;"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below: Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>• We will continue to be inclusive in our academic performance recognition, such</li> </ul>

	<p>as including students with disabilities in the National Junior Honor Society program award programs (1 year)</p> <ul style="list-style-type: none"> <li>• Ensure that families of special education students see that we will never lower expectations for their children due to a disability, and will work strategically and relentlessly to ensure their child’s success. (1 year)</li> <li>• We will advertise and communicate all opportunities for tutoring and special academic support (1 years)</li> <li>• We have a School Community Family Liaison that will help parents navigate the special education processes such as IEP meetings, special education parent rights, and supports that help them help their child with academics. (1 year)</li> </ul>
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**Limited English-proficient Students/English Learners**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 12%</p> <p><b>Third Quartile:</b> 17.2%</p> <p>The school is below third quartile percentages.</p>	<p align="center"><b>(b) 2017-2018 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>• We will make sure that there is always someone available at parent meetings for translation.</li> <li>• We are working on category training for all our teachers. Our ELL teacher will coordinate support with other teachers and administrators to ensure we are providing good support to LEP students. Additional professional development for the ELL Coordinator and all instructors this year helped us improve our educational strategies for ELL students in all subjects and settings.</li> <li>• The ELL coordinator will attend the WIDA conference to ensure she is current and receives professional development. The coordinator will provide support for all teachers in working with students and provide strategies for seamless communication with parents.</li> <li>• The Special Program Coordinator will work closely with the ELL coordinator to ensure all parents/families receive the appropriate support while their children are attending the Academy. We will work closely with families to ensure they understand and have access to all information available to all students. The Special Programs Coordinator will work closely with the ELL coordinator to ensure all families are informed and receive the translations available to them. The two coordinators will work to forge relationships with these families to ensure they feel supported through the educational process while at the Academy.</li> <li>• We will continue to develop relationships with multilingual families so they feel adequately supported by the school</li> <li>• We have a support group for families of ELL students to contribute to their feeling supported by the school.</li> </ul>
	<p align="center"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <p><input type="checkbox"/> No ELLs were enrolled during the 2016-2017 school year. No retention strategies needed.</p> <ul style="list-style-type: none"> <li>• Provide additional coaching for our ELL teacher (1 year)</li> <li>• The School Community Family Liaison will help families of ELL students with their needs, including translation. (1 year)</li> <li>• Family Parent Advocate will work with families of ELL students to ensure they are receiving all necessary supports for student success. (1 year)</li> </ul>

**Students Eligible for Free or Reduced Lunch (Low Income/Economically Disadvantaged)**

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 83%</p> <p><b>Third Quartile:</b> 17.0%</p> <p>The school is above third quartile percentages.</p>	<p align="center"><b>(b) 2018-2019 Strategies</b></p> <p><input type="checkbox"/> Below median and third quartile: no enhanced/additional strategies needed</p> <ul style="list-style-type: none"> <li>We make sure we have supports in place for low-income students, if they cannot afford uniforms, or if they are homeless and need additional support and materials so they can fully participate in school.</li> <li>We provide not only free/reduced lunch but also free breakfast every day.</li> <li>The Special Programs Coordinator will work closely with parents to provide them with one-on-one support and build relationships with them. This sense of teamwork will help parents work with the Academy to support their children in all aspects of their academics, as well as their social and emotional needs.</li> </ul>
<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(c) 2018-2019 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="checkbox"/> Above third quartile: additional and/or enhanced strategies described below. Include the time allotted for each strategy for data change (i.e. 2-3 years, 1 year) and/or if the school collaborated with a local community organization on these strategies.</p> <ul style="list-style-type: none"> <li>The School Community Family Liaison will help support parents during intake of students, and connect them with community partnerships to support their needs—for example, parents undergoing homelessness, trauma, unemployment, housing issues, and mental health issues. (1 year)</li> </ul> <p align="center"><b>(d) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>Dean of Student Affairs will work with students and parents to ensure that students at risk of failing receive the supports they need. Close monitoring of grades by the Dean of Student Affairs will support students before they are in academic distress.</li> <li>Teachers do frequent testing and data analysis to ensure they are reaching all students at all levels.</li> <li>Department of special needs will work closely to provide supports and accommodations for all students and monitor benchmarking.</li> <li>Continuing to use a tiered approach to interventions to support all students</li> <li>Linking students to tutoring or academic mentoring programming</li> </ul>
<p><u>Students at risk of dropping out of school</u></p>	<p align="center"><b>(e) 2018-2019 Strategies</b></p> <ul style="list-style-type: none"> <li>Dean of Student Affairs works to ensure students at risk of failing receive intervention as needed, whether academic, behavioral, counseling, or from their parents.</li> <li>We work to explain the culture and expectations of the school clearly at the beginning of the school year so that parents and students are not surprised by the high expectations, academically and for behavior. Incoming 6<sup>th</sup> and 7<sup>th</sup> grade students are given orientation in the summer to help set expectations.</li> <li>Our character education program helps build strong core values in students, and teaches them the importance of education, so that they do not drop out of school.</li> <li>Boys will work with the CYSTEM, programming that supports boys emotionally and academically</li> <li>The monthly alignment of academics to the Academy’s core values will</li> </ul>

	support the academic and social/emotional growth of our students.
<u>Students who have dropped out of school</u>	<b>(f) 2018-2019 Strategies</b> Not applicable.
<b>OPTIONAL</b> <u>Other subgroups of students who should be targeted to eliminate the achievement gap</u>	<b>(g) 2018-2019 Strategies</b> <ul style="list-style-type: none"> <li>• Our African-centered education and culture help give our students a sense of self and where they come from, which helps build their self-esteem and improve academic achievement, which in turn helps close the achievement gap by improving the achievement of our African American students.</li> <li>• We have boys' and girls' groups to support students.</li> </ul>

## Appendix C: School and Student Data Tables

Student demographic information can be found on the Department's website using your school's profile. Please provide the link to your school's profile on the Department's website.

<http://profiles.doe.mass.edu/reportcard/rc.aspx?linkid=37&orgcode=04190305&fycode=2016&orgtypecode=6&>

STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION		
Race/Ethnicity	# of students	% of entire student body
African-American	165	86%
Asian	1	0.5%
Hispanic	43	19%
Native American	1	0.5%
White	2	1%
Native Hawaiian, Pacific Islander	2	1%
Multi-race, non-Hispanic	0	0
Special education	62	29%
Limited English proficient	26	12%
Economically Disadvantaged Students	178	83%

ADMINISTRATIVE ROSTER FOR THE 2017-2018 SCHOOL YEAR			
Name, Title	Brief Job Description	Start Date	End Date (if no longer employed at school)
Christopher Coblyn, Interim Executive Director	Provides high level oversight and coordination of all operations and instruction	July 2009	N/A
Karmala Sherwood, Executive Director	Provides high level oversight and coordination of all operations and instruction	July 2003	July 2017
Sophia Boyer, Executive Director	Provides high level oversight and coordination of all operations and instruction	July 2017	September 2017



Jonathan Anderson, Director of Teaching and Learning, Acting Principal	Provides curriculum support and supervision to all teachers and oversight of day-to-day operations	July 2004	August 2017
Arturo Forrest, Director of Teaching and Learning, Acting Principal	Provides curriculum support and supervision to all teachers and oversight of day-to-day operations	August 2017	N/A
Ugo Ojimba, Dean of Student Affairs	Provides guidance counseling, mental health counseling, assessment coordination	August 2017	N/A
Ibraaheem Naazir, Dean of Student Support	Manages all disciplinary issues and transportation	August 2012	October 2017
Tia Lites, Dean of Student Support	Manages all disciplinary issues and transportation	October 2017	N/A
Barbara Boone, HR/Business Manager	Manages all HR and business manager functions	August 2011	July 2017
Marisol Severance	Manages and supports the Executive Director in the implementation of day to day operations	July 2017	N/A
Maciell Natera, HR/Business Manager	Manages all HR and business manager functions	September 2017	N/A

#### TEACHERS AND STAFF ATTRITION FOR THE 2017-2018 SCHOOL YEAR

Position	Number as of the last day of the 2017-2018 school year	Departures during the 2017-2018 school year	Departures at the end of the school year	Reason (s) for Departure
Teachers	18	5	4	During the year; medical needs (1) Poor performance (2) Other employment opportunity (1) Educational opportunity (1) End of year; non-renewal (4)
Other Staff	16	5	2	During the year: retired (1) Other Employment Opportunity (3) Non-renewal (2) Terminated for Just Cause (1)

**BOARD MEMBERS FOR THE 2017–2018 SCHOOL YEAR**

<b>Name</b>	<b>Position on the Board</b>	<b>Committee Affiliation(s)</b>	<b>Number of Terms Served</b>	<b>Length of Each Term (including date of election and expiration)</b>
Hon. Kevin A. Tarpley, I	Chair	Executive, Governance	3	2/10 - 2/13, 3/13 - 3/16 6/16 - 5/19
Nicholas Nardone	Vice Chair	Finance, Executive	3	11/12 - 11/15 6/15 - 6/18 6/18 - 6/21
Leroy Adams	Board Member	Governance	2	1/11 - 1/14 (officially recognized 6/12) 11/14 - 11/18
Thomas Parks	Treasurer	Development Academic Excellence	2	1/14 - 1/17 1/17 - 1/20
Lorraine Smith	Clerk	Executive Development, Governance	2	4/11 - 4/14 (officially recognized 6/12) 12/15 - 12/18
Michael Williams	Board Member	Finance, Development	2	6/12 - 6/15 6/15 - 6/18
Henry Diaz	Board Member	Finance Development	1	6/16-6/19 (resigned 10/17)
Scott Brizard	Board Member	Academic Excellence, Development	1	6/16-6/19 (resigned 9/17)
Shawn Unis	Board Member	Finance Development	1	12/16-12/19 (resigned 6/17)
Christopher Folkes	Board Member	Academic Excellence	1	9/17 – 9/20
Siyuan Spencer Li	Board Member	Finance	1	11/17 – 11/20
Nicholas Greaves-Tunnell	Board Member	Academic Excellence	1	11/17 – 11/20
Kash Cannon	Board Member	N/A	1	6/18 – 6/21
Christopher Coblyn	Ex-officio	Governance Finance Academic Excellence Development	N/A	N/A

**BOARD MEMBERS FOR THE 2017–2018 SCHOOL YEAR**

Number of commissioner approved board members as of August 1, 2018	9
Minimum number of board members in approved by-laws	7
Maximum number of board members in approved by-laws	15

**Appendix D: Additional Required Information**

<b>Key Leadership Changes</b>		
<b>Position</b>	<b>Name</b>	<b>No Change/ New/Open Position</b>
Board of Trustees Chairperson	Kevin Tarpley I	No Change
Charter School Leader	Christopher Coblyn	New
Assistant Charter School Leader	Arturo Forrest	New
Special Education Director	Phillip Davis	New
MCAS Test Coordinator	Arturo Forrest	New
SIMS Coordinator	Dan Saltzman	No Change
English Language Learner Director	Francis Pena	No Change

**Facilities** – No changes.

**Enrollment**

The Academy’s estimated student application deadline and lottery date for students who are interested in enrolling for the upcoming school year is present below.

<b>Action</b>	<b>Date(s)</b>
Student Application Deadline	February 28, 2019
Lottery	March 5, 2019

**Conditions** – On January 23, 2018, the Massachusetts Board of Elementary and Secondary Education voted to renew the charter for Helen Y. Davis Leadership Academy Charter Public School with probationary status and conditions.

There was a set of 8 conditions, of which two are ongoing. Of the six conditions that had specific deadlines, DLA and its Board of Trustees have completed and submitted all required documentation in accordance with the conditions to the Department of Elementary and Secondary Education in a timely manner.

**Complaints** – There were no complaints to the Board this year.

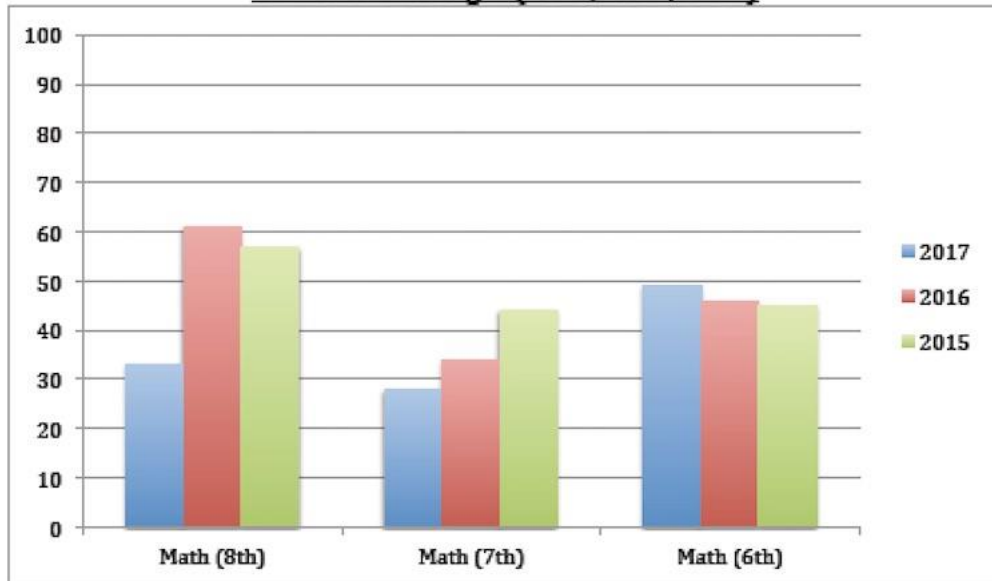
**School Schedule**

Daily/Weekly Schedule for Students	
Day	Typical Total Hours
Monday	8:20-4:20
Tuesday	8:20-4:20
Wednesday	8:20-4:20
Thursday	8:20-4:20
Friday	8:20-12:20
Other (if applicable)	Saturday school twice a month 10:00-1:00 pm

Yearly Schedule for Students		
Minimum Number of Days	Scheduled Emergency/Snow Days	Total Number of Scheduled School Days
190	6**	190
Please note below if the schedule includes <b>mandatory</b> special programming for all students, such as Saturday school or summer school.		
*Mandatory Saturday School, summer school and orientation for incoming students with the exception of students celebrating their holy day on Saturday.		
**DLA will build in 5 days in case of snow that will include going to school during the week of April vacation if necessary.		

## Appendix E: Attachments

**Math ANet Averages (2017, 2016, 2015)**



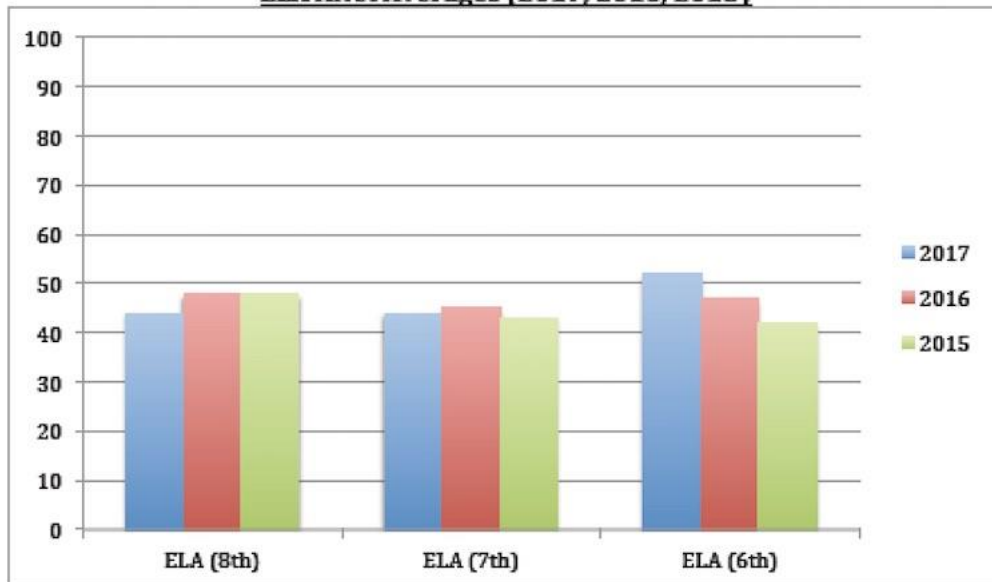
**Key:**

Math (8<sup>th</sup>) - 33, 61, 57

Math (7<sup>th</sup>) - 28, 34, 44

Math (6<sup>th</sup>) - 49, 46, 45

**ELA ANet Averages (2017, 2016, 2015)**



**Key:**

ELA (8<sup>th</sup>) - 44, 48, 48

ELA (7<sup>th</sup>) - 44, 45, 43

ELA (6<sup>th</sup>) - 52, 47, 42

### Projects Used to Assess Accountability Plan Measures

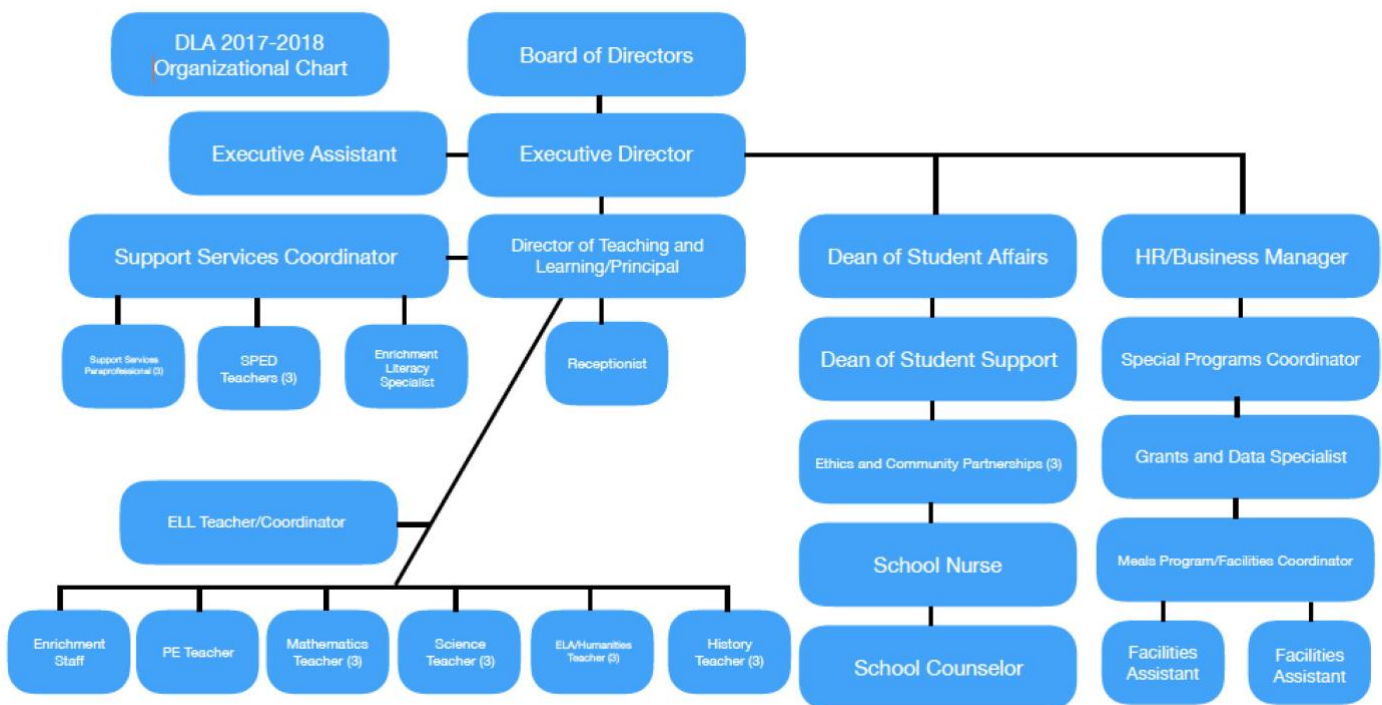
Project	Subject	Project	Type of Project
Blacks in Wax	Humanities	6	O
Science Fair	Science	6	O
Human Rights in the U.S.	Humanities	6	SS
Dinka and Nuer	Humanities	6	SS
The Side Effects of War	Humanities	6	D
Current Attempts to Change Immigration Policy	Humanities	6	D
Physical Strength vs. Mental Strength	Humanities	6	SS
Proper Use of Social Media: Bullying vs. Arguing	Humanities	6	D
Gun Violence in School	Humanities	6	D
Tone in Poetry	Humanities	6	D
Rules to Success	Humanities	6	D
Harlem Renaissance Presentation	Humanities	6	O
Personal Timeline Project	Math	6	STEM
Statistics Project	Math	6	STEM/O
Create Your Own Math Jeopardy Game/Poem Project	Math	6	STEM
Memoir Reading	ELA	7	O
Black Panther	ELA	7	SS
Hip -Hop	ELA	7	SS
NOI	ELA	7	SS
Poetry Reading (In Class)	ELA	7	O
Poetry Reading (Evening Event)	ELA	7	O
Wisdom Literature Presentation	ELA	7	O
Bullying Project Presentation	Ethics	7	O
Self-Identification Project Presentation	Ethics	7	O
Cell Phone Debate	Ethics	7	D
Social Media and Suicide	Ethics	7	D
Human Trafficking	Ethics	7	Other
Civil Rights (Soul Man) Project Presentation	Ethics	7	O
What's My Legacy Presentation	Ethics	7	O
Lift Every Voice and Sing Project Presentation	Ethics	7	O
Draw and Develop New Technologies	Ethics	7	Other
Saint Ambrose Church Women Shelter	N/A	7	CS
March For Our Lives – Washington, D.C.	Humanities	6,7,8	CS

Project	Subject	Project	Type of Project
School Community Mural	N/A	7	CS
Reading at Paige Academy	N/A	8	CS
Reading Boys and Girls Dot Ave.	N/A	7	CS
Urban Farming Initiative	N/A	6,7,8	CS
Academy Homecoming Event	N/A	6,7,8	CS
HBCU College Tour	N/A	6,7	A
Black Panther Project Blog	N/A	6,7	A
Hip-Hop Blog Project	N/A	7	A
Statistics Project	Math	6	Other/O
Piece of the Pie	Math	8	O
Cost to Rebuild	Math	8	A
College Education	Math	8	D
Is college worth it?	Math	8	SS
Business Project #1	Math	8	A/CS
Business Project #2	Math	8	A/CS
Business Project #3	Math	8	A/CS
Final Project	Math	8	A/CS
Planet Research Presentation	Science	8	O
National Resource Deposits Research Project & Presentation	Science	8	O
Link between Obesity & Malnutrition	Science	8	SS
Strawberry DNA Extraction Lab	Science	8	Other
Genetic Disorder Research	Science	8	O
Were the Babies Switched Investigation?	Science	8	Other
Diabetes	Science	8	SS
Diabetes Nature vs. Nurture	Science	8	D
Newton's Laws Superhero Debate	Science	8	D
Cookie Lab Portfolio Design a Chocolate Cookie Using Chemistry Principles	Science	8	O
Identity Map/Moral Imperative	ELA	8	O
Pros and Cons of High School Sports	ELA	8	D
Connection between Race and Violence "Going to Meet the Man"	ELA	8	SS
Breaking Down Langston Hughes' Harlem	ELA	8	SS
BBWS Chapters 1-3	ELA	8	SS
BBWS Chapters 4-6	ELA	8	SS
BBWS Chapters 7-8	ELA	8	SS
March For Our Lives – Washington, D.C.	Humanities	6,7,8	CS
Saint Ambrose Church Women Shelter	NA	7	CS
School Community Mural	N/A	7	CS
Reading at Paige Academy	N/A	8	CS
Reading Boys and Girls Dot Ave.	N/A	7	CS
Urban Farming Initiative	N/A	6,7,8	CS
Academy Homecoming Event	N/A	6,7,8	CS

Project	Subject	Project	Type of Project
HBCU College Tour	N/A	6,7	A
Black Panther Project Blog	N/A	6,7	A
Hip-Hop Blog Project	N/A	7	A

\*\*Notes: CS = Community Service; D = Debate; O = Oral Exhibition; SS = Socratic Seminar; A = Advocacy Project and Other = STEM or Current Events.

### Organizational Chart 2017-18







## Helen Y. Davis Leadership Academy Charter School FY2019 Operating Budget

	FY2019	
	Request	
<b>Income</b>		
4100 Tuition	3,461,320	
4130 Nutrition Reimbursement	80,000	
4140 Medicaid Reimbursements	10,000	
4150 E-Rate	17,500	
4200 Grant Revenue	233,675	
4300 Student Reimbursement	1,000	
4310 Fundraiser	2,000	
4325 Interest Income	-	
4350 Miscellaneous Income	2,500	
4420 Donations and Contributions	-	
<b>Total Income</b>	<b>3,807,995</b>	
<b>Expenses</b>		
1 Salary Expense	2,284,797	
2 Benefits	393,280	
3 Professional Development	47,500	
4 Educational Expenses	227,500	
5 Facility Costs	449,914	
6 Administrative Costs	397,000	
7 Interest Expense	-	
8 Depreciation	-	
9 Other	-	
10 Facilities/Capital Reserve	-	
<b>Total Expenses</b>	<b>3,799,991</b>	
<b>Net</b>	<b>8,004</b>	
<b>Use of Unreserved Net Assets (Equity)</b>		-
	8,003.78	