

# NEW HEIGHTS

CHARTER SCHOOL  
of BROCKTON *We all go to college.*



## 2021-2022 ANNUAL REPORT

Omari Walker  
Executive Director  
508.857.5721  
owalker@nhcsb.org

1690 MAIN STREET BROCKTON, MA 02301 [WWW.NEWHEIGHTSCHARTERSCHOOL.COM](http://WWW.NEWHEIGHTSCHARTERSCHOOL.COM)

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## Introduction to the School

<b><i>Name of School: New Heights Charter School of Brockton</i></b>			
Type of Charter (Commonwealth or Horace Mann)	Commonwealth	Location of School (Municipality)	Brockton
Regional or Non-Regional	Regional	Chartered Districts in Region (If applicable)	Brockton, Randolph, & Taunton
Year Opened	2016	Year(s) the Charter was Renewed (If applicable)	2021
Maximum Enrollment	735	Enrollment as of ( <b>July 1st</b> )	735
Chartered Grade Span	6-12	Current Grade Span	6-12
Number of Instructional Days per School Year (as stated in the charter)	184	Students on Waitlist as of ( <b>July 1st</b> )	197
Number of Instructional Days during the 2021-22 School Year	180		
School Hours (ex: 8:30am- 3:00pm M-F)  (Please include any weekly or bi-weekly shortened days, as well as differences across grade span.)	7:40-2:45	Age of School as of 2021-22 School Year	6 years old
Mission Statement: To prepare every student for college. Period.			

## **Letter from the Board Chair**

Seven years ago, the New Heights Charter School of Brockton Board of Trustees celebrated the awarding of our charter and last year we celebrated our first five-year charter renewal! The 2021-22 school year was fraught with unique challenges related to the COVID pandemic, but our students and staff continued to exceed expectations at every turn. Our second cohort of students graduated in June, 100% of our Seniors earned and were awarded a diploma, 51% earned an associate degree, and the entire grade completed 5,548 college credits with a savings of nearly \$1.2million dollars. As we look back over the previous seven years and forward into our future, we will continue to **reflect**, **reassess**, and **refocus** to establish a strategic direction for our second charter term. Each phase of this critical work is grounded and guided by NHCSB’s mission of *preparing all students for college. Period.*

### **Students:**

Every September, a new cohort of 6th graders arrive at New Heights. Our student demographics reflect an increasing geographical, cultural, and ethnic diversity that we believe contributes to a strong learning environment. Our returning students know our school culture and expectations, settling into their classrooms with new or returning teachers, logging-into their Chromebooks to create presentations and complete “Do-Now”, or entering summer activities into their Naviance accounts. New this year, students in grades 9-11 will have the opportunity to take a new assortment of college classes at either Massasoit Community College or Bridgewater State University in addition to pursuing new degree pathways, such as criminal justice and business administration, more aligned to our students’ stated career aspirations.

### **Facilities:**

At the start of the 2021-2022 school year New Heights landlord continued to make improvements to our facilities. Most noticeably our landlord completed construction of our new wing totaling 20,000 square feet. This project included a brand-new cafeteria, gymnasium, eight new classrooms, and five new offices. The gym comes equipped with a dividing curtain, telescoping bleachers with a 100-seat capacity, and a mural wall featuring our mascot, the phoenix. The gym court is lined to be able to play full court basketball games, volleyball matches, and side by side basketball games. The completed cafeteria has a seating capacity of almost 300. The cafeteria includes a brand-new food prep area with a 3-basin sink system and brand-new industrial dishwasher. The cafeteria was designed with “community in mind”. Murals on the walls include how music brings a community together. The interactive world map also allows scholars to pinpoint where their varied cultures are located. The myriad of cultures, unique to our student and staff community are essential to our mission, our school values, and our scholars’ successes.

### **Finances and Development:**

The finances and development effort at New Heights remain strong and continue to improve. The Executive Leadership Team submitted a balanced budget reflecting a surplus for the second year in a row. But the biggest news to share in this year’s annual report is that the Board of Trustees successfully purchased our building at 1690 Main Street. And our building is spectacular! In addition, the school will be entering the 2022-23 school year with a surplus, evidence of both the Board and New Heights leadership team’s stewardship and their tremendous efforts to economize and create efficient systems for budget allocations.

**Academic:**

At the end of the 2021-22 school year, New Height' students completed over 5500 college credits, a savings to our students and their families of nearly \$1.2 million dollars. For the first time in a year, all our students returned to New Heights for in-person learning and many of our students returned to in-person instruction on the Massasoit Community College ("MCC") campus. At the 2022 Massasoit graduation, many of our early college students earned public recognition for academic achievement and an additional 24 students were inducted into the Phi Theta Kappa National Honor Society, bringing our total Phi Theta Kappa participants to 83.

After the return to in-person learning, we focused and continued to focus and strengthen our instructional model for all classrooms in grades 6-10. We are committed to assessment driven, standards-based instruction, differentiated to meet student variability in the flexible grouping classroom to provide students with the knowledge and skills needed to be college ready. We used NWEA MAP assessment data to target reading and math skills specifically. Covid and remote learning mandates had a profound impact on our students' academic performance, particularly grades 6 through 10 and although many of our students' RIT scores were below national averages, we saw notable progress in Grade 7 Math and Grade 9 ELA. In Fall 2021, the Grade 7 mean RIT score in mathematics was 208 and rose to 213.7 in the winter. In Fall 2021, the Grade 9 mean RIT score in English Language Arts was 212.5 and rose to 217.6 in the winter. In Fall 2021, 39 students were at or above grade-level in Grade 9 English Language Arts, and by Winter 2021, 51 students tested at or above grade-level. During the year, our teachers were trained to use more on-the-spot formative assessments during lessons and helped scholars implement personalized strategies and learning skills to access curriculum. For example, students in our Math lab and ESL classes used IXL and teachers helped build individual skills plans to help all scholars extend their numeracy and literacy skills. As of June 2022, our leadership team can analyze average growth by grade and student to inform unit development and school-wide systems of support and interventions.

**Families and Culture:**

At New Heights Charter School of Brockton, we believe that the wisdom of the group is greater than that of the individual. Open and honest communication is encouraged and celebrated, and individuals understand their value and importance and that they are one part of the greater whole. Different viewpoints, creativity, and innovation are encouraged, expected and respected. At New Heights it is common to hear our staff commenting that we have the best families ever. To ensure that every stakeholder, especially our families, are included in the decision-making process and culture of our school, our principal along with other Leadership team members holds a weekly Family Forum on Zoom. Each week, families are given school and community updates and are given the opportunity to ask questions. In May, for Mental Health Awareness Month, the School Adjustment Counselors invited representatives from BAMSI (Brockton Area Multi- Services Inc.) and CCBC (Community Counseling Bristol County) to this Forum to present local area resources and information regarding mental health to our families. Parents often reach out to ask how they can help our community, including several parents that forward grant opportunities provided through their companies and serve as volunteers throughout our school day. We have a 6th grade parent who has donated time every day to support our middle schoolers during recess as she encourages them to disconnect and take advantage of being able to have fun, engage in one another's company and simply enjoy being a kid. We are learning how to keep our families

close during this time on a day-to-day basis. This year, as we returned to some of our historical normalcy, we invited our families back into our building for events like a music presentation, titled A Planted Seed, where our scholars performed using African djembe drums and boomwhackers to an audience of their families. With a new basketball court and gymnasium, we have been able to host a weekly Unity Basketball League with the State Police and our newest tradition, Heights vs Heroes, where our staff and scholars played our Mayor and City Hall in a friendly yet competitive basketball game. Our scholars have been able to attend field trips to many locations, including Fuller Art Museum in Brockton, the Multicultural Night, and Project Adventure in Beverly.

To promote a college-going culture, we organized various college visits during the school year. Our scholars were able to spend a week in the dorms at Fisher College and tour campuses, like Anna Maria College and Nichols College. Our Juniors attended an in-person College Fair at Bridgewater State University and our Seniors participated in two On-The-Spot Decision days with Admissions Counselors from Massasoit to support the application process. We held our high school graduation on June 2, in-person at Bridgewater State University and we were to attend our first college graduation with 51% of our Seniors and 14 A-Plus scholars graduating with their Associates Degree. Additionally, we were able to recognize our seniors, with an Oscar-themed Jr/Sr Prom, and various end-of-year celebrations. We invited 110 new 6th grade students to join us for New Student Acceptance Day and were able to tour them around our fully renovated building. The NHCSB school culture clearly reflects our mission to prepare every student for college. Period. Our school culture continued to strengthen collegiate and collaborative relationships amongst all members.

I am proud of the work of each member of the New Heights community especially during this second year of a worldwide pandemic. It was wonderful to see smiling faces when the mask mandate was lifted this spring and to cheer alongside all members of our community at the basketball game. On behalf of the Board of Trustees, I want to share my gratitude to all members of our community - parents, scholars, staff, administrators, and the Brockton community at-large.

Sincerely,

Michael J. Sullivan

## School Performance and Program Implementation

### *Faithfulness to Charter*

#### Mission and Key Design Elements

##### Program Description

At New Heights, all stakeholders are welcomed, encouraged, and respected in our institution. New Heights serves children and families from culturally diverse communities by creating an accessible and equitable Early College model for all scholars. We instill the belief that students are college bound scholars from the moment they enter our school by cultivating a caring, supportive, college going culture. We provide extensive professional development to our staff focused on responsive practices, scholar engagement, and lesson design. Scholars are immersed in personalized learning from an aligned curriculum grades 6-12. Our curriculum is designed to successfully engage scholars in credit bearing college courses through various entry points. Our model provides the opportunity for every scholar to enroll in a minimum of 4 college courses with the goal of at least 50% of our seniors graduating with an associate degree. Our mission is to prepare all students for college. Period.

Table 1: Demographics

NHCSB Enrollment by Race/Ethnicity (2021-22)		
Race	% Of District	% Of State
African American	88.8	9.3
Asian	0.5	7.2
Hispanic	6.6	23.1
Native American	0.1	0.2
White	1.6	55.7
Native Hawaiian, Pacific Islander	0.1	0.1
Multi-Race, Non-Hispanic	2.2	4.3

#### **Key Design Element #1: We Go to College Culture**

To establish a “We go to college” culture, NHCSB will continue to develop and institute practices designed to orient students to the process of going to college and create the type of supportive environment in which students can thrive academically. Our “We Go to College” Culture refers to the environment, attitudes, and practices throughout NHCSB that encourage students and families to obtain the information, tools, and perspective to enhance access to and success in post-secondary education. NHCSB has identified three elements that will help strengthen the college-going culture throughout our school: clear and high expectations, a comprehensive guidance

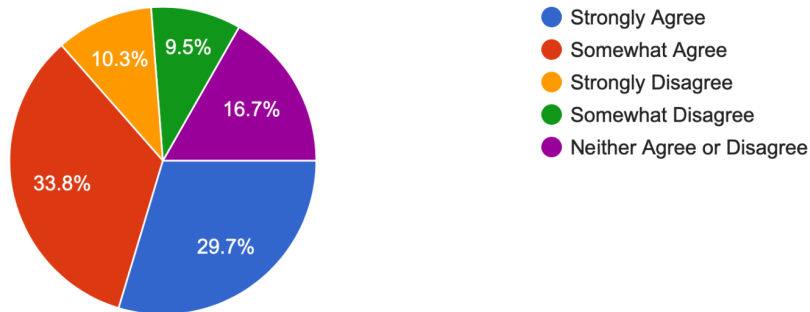


model which includes Naviance and academic mapping, and college visibility.

Table 2: Student Climate Survey Response

My Academic Counselor helps me to better understand the college process.

263 responses

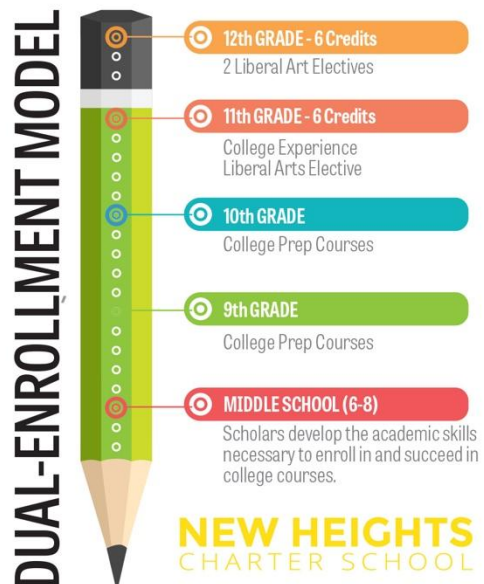


### Key Design Element #2: Early College Design

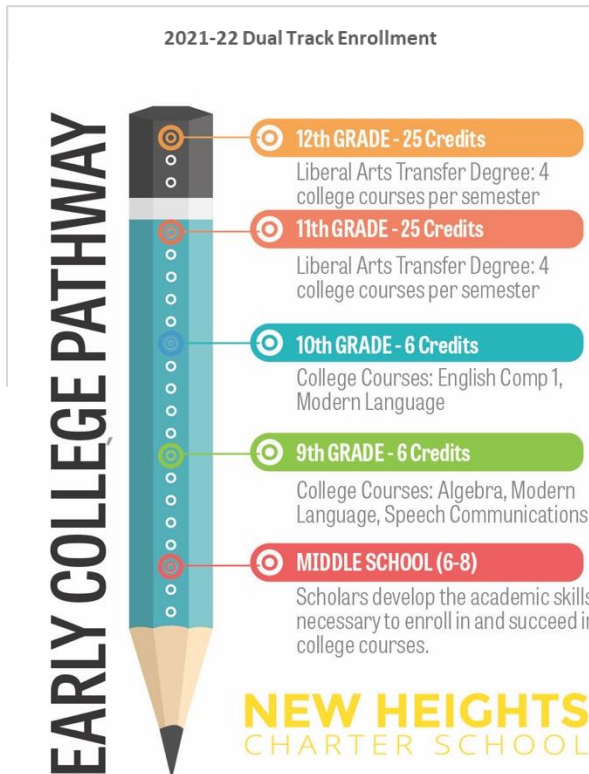
During the 2021-2022 school year, NHCSB continued to offer scholars courses in six-degree pathways: Liberal Arts Transfer, Criminal Justice Transfer, Business Administration Transfer, Chemistry Transfer, Social Sciences Transfer and Media Arts. Students who are unsure of their major choice/degree pathway at the end of their sophomore year or do not choose a specific pathway, remain in the default Liberal Arts Transfer Pathway. This year, fifty percent of our freshman class, and all tenth, eleventh, and twelfth grade students enrolled in at least one college course with approximately 140 students enrolled in three or more college courses each semester. At the end of the 2021-2022 AY, NHCSB students in grades 9-12 earned over 2200 college credits bringing the accumulation of credits to over 8000 credits and a tuition savings of over \$1,700,000.00.

### Dual Enrollment:

With reference to “NHCSB P.A.C.K. Skills”, teachers and guidance staff at New Heights can identify students in grades 9-12 who are ready for success in college-level courses by assessing predetermined (Presence, Academic, Conduct, Knowledge) measures. Once students are identified as meeting the measures, they are placed on the Dual-Enrollment Track. In addition to their high school and college classes, each Dual-Enrollment student takes a corresponding College Companion Course with a NHCSB teacher serving as a Dual-Enrollment Liaison. Dual-Enrollment College Companion courses are intended to provide students with more intensive support, supplemental instruction, and individualized



tutoring.



Typically, students are enrolled in college courses by the 9th or 10th grade and, if a student does not meet the requirements for the rigors of a full college course load on campus, they remain on the Dual-Enrollment track through the 11th and 12th grade and can earn a minimum of 12 college credits upon high school graduation. This year we had 212 (30 Seniors, 39 Juniors, 93 Sophomores and 50 Freshmen) students on the Dual Enrollment Track.

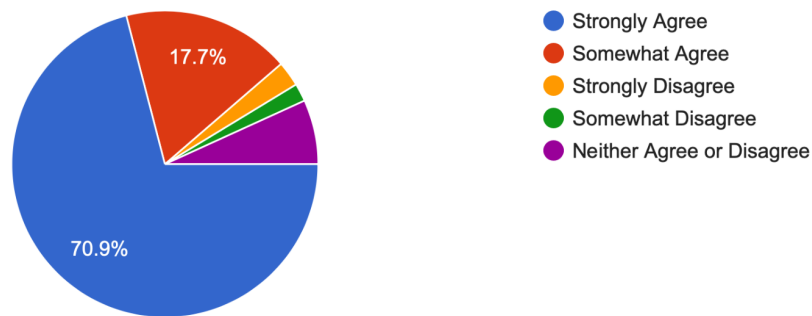
**Early College:**

Once students demonstrate the knowledge and skills required to successfully complete developmental and/or freshman level college courses, they begin taking a full college course load as early as 11th grade on the Massasoit Community College campus with college professors. Like dual-enrollment courses, NHCSB Early College teachers serving as Liaisons participate in all early college courses, with the Early College

students, to keep abreast of the college course content. Early College students are also scheduled for College Companion Courses for support, supplemental instruction, and individualized tutoring. Early College Students are also encouraged to utilize the college’s support services including the Academic Resource Center, library, and computer labs, when needed. This year we had 122 (74 Seniors and 48 Juniors) students on the Early College Track.

I want to attend college after leaving high school.

265 responses



**A-Plus Pathway: 5th Year Pilot Program:**

This year, NHCSB received grant funding to offer a 5th-year option to NHCSB students interested in remaining at New Heights for an additional year in pursuit of their Associates Degree. The A-Plus Pathway students had the opportunity to participate in a year-long program taking college-credit bearing courses to complete their Liberal Arts Transfer Degree at Massasoit Community College. While students were enrolled in some NHCSB cohort college classes with other NHCSB students, they also had the autonomy to work closely with their Academic Counselor and enroll in elective courses offered to the general population. As A-Plus students, they had the opportunity to learn independently and to develop social/emotional skills that established stronger motivation from peer-to-peer interactions outside of the NHCSB community. A-Plus students also committed to a minimum of 30 hours of community service within the NHCSB middle school or another approved site and/or participated in work-based learning through in-house internships. The A-Plus Pathway also offered students additional opportunities for college visits, access to admissions and counseling representatives and a personalized connection to partnering colleges/universities. In this pilot year, 13 graduates of the Class of 2021 re-enrolled in a fifth year at NHCSB and are on track to completing their associate degree requirements by the end of Summer 2022.

### Advanced Courses Academic Year 2020-21

Source: School and District Profiles

Student Group	# Grade 11 and 12 Students	# Students Completing Advanced	% Students Completing Advanced	Advanced Course Completion Rate by Subject						
				% ELA	% Math	% Science and Technology	% Computer and Information Science	% History and Social Sciences	% Arts	% All Other Subjects
All Students	189	165	87.3	76.7	28.6	54	8.5	71.4	0	60.3
Male	88	68	77.3	65.9	21.6	45.5	10.2	63.6	0	58
Female	101	97	96	86.1	34.7	61.4	6.9	78.2	0	62.4
Economically Disadvantaged	93	79	84.9	72	35.5	46.2	9.7	64.5	0	53.8
High needs	119	100	84	73.1	32.8	46.2	11.8	63.9	0	50.4
English learner (EL)	13	11	84.6	84.6	7.7	38.5	38.5	46.2	0	30.8
Students with Disabilities	15	10	66.7	66.7	13.3	26.7	20	33.3	0	13.3
African American/Black	173	151	87.3	76.3	29.5	53.8	9.2	71.7	0	59.5
Asian	5									
Hispanic or Latino	11	9	81.8	72.7	27.3	36.4	0	54.5	0	54.5

### Key Design Element #3: Professional and Community Development:

NHCSB fosters professional and community development through data informed professional development to support and engage all staff, scholars, and community members. Professional development occurs once a week for two hours. Facilitating bi-weekly, data and research driven professional learning communities allows teachers to look at student work and analyze the effectiveness of their teaching and curriculum. It also encourages teachers to experiment and improve their instructional practices while using student output to determine the effectiveness of their interventions. By focusing on student products, teachers and administrators can strengthen instructional practices based on specific student needs. Furthermore, professional development will be teacher-led and facilitated to develop instructional practices and adjustments to curriculum. The purpose of our professional learning communities is encouraging teacher collaboration and investment in student learning. This year, teachers participated in Ed Camps where their colleagues created PDs on best practices that they were using in their classrooms. Additionally,

training was provided on Universal Design Learning and time was set aside to allow staff to look at student work, evaluate student data as a team, and unpack their curriculum with their department levels. These professional development sessions created a sense of efficacy and community with staff that allows for enhanced instructional practices to be built and supported by the community.

New Heights' Marketing team worked to create school pride through imagery, environment, communication, and public relations. This enhanced our connection to our students, staff, families, and community. An annual tradition was established with the first Heights & Heroes Fundraiser Basketball game. Local businesses sponsored the event. City Hall Staff and Brockton Firefighters played against NHCSB students and staff. Governor Baker was in attendance and made a personal donation to the scholarship program. Significant donors were recognized on our donor wall. Other guests to the school included various industry professionals, overseas educators, attorneys, and Brockton City Hall Staff. The athletics program has been expanded and now includes soccer, basketball, flag football, cheerleading, and track. Students in the girls' and boys' varsity basketball teams advanced to the division semi-finals, with the varsity boys appearing in the division final. As a new partner, Brockton Cable Access (BCA) offered live stream programming to Brockton Residents for the Heights and Heroes game and NHCSB 2022 high school Graduation. As a direct result of the BCA partnership, NHCSB students, serving as interns, will assist in developing educational programming for the BCA channel during the summer of 2022.

### **Amendments to the Charter**

<b>Date Submitted</b>	<b>Amendment Requested</b>	<b>Pending or approved?</b>
June 28, 2021	School day schedule change	Approved
June 28, 2022	New Board Member	Approved

### **Access and Equity: Discipline Data**

#### **Reduction in Suspension Rates:**

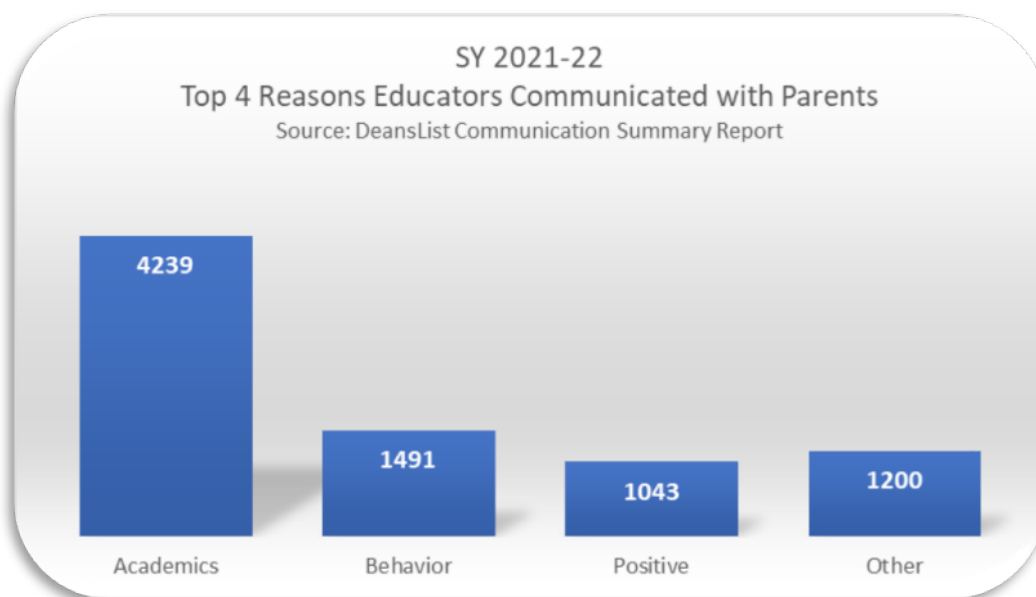
Based on the School Safety and Discipline Report (SSDR) data reported to the Department by the school district, during the 2017-2018 and 2018-2019 school years, New Heights Charter School, as a district, suspended students with disabilities (SWD)/IEPs for more than 10 school days greater than 5 times the state rate for two consecutive years. To increase student connectedness, motivation, and instructional minutes, teachers received professional development on Universal Design for Learning and classroom management strategies to support all learners within the classroom. To support students with disabilities with decision-making and de-escalation, New

Heights added paraprofessionals and additional support staff, like Outreach Workers, to support students in the classroom and support differentiation. Paraprofessionals were trained during department meetings to support students in the classroom to support differentiation, providing students with specific and targeted behavioral interventions, and small group tutoring. Starting in the 2022-2023 school year, a team of administrators and teachers will meet monthly to regularly review grade-level and schoolwide behavioral data and identify interventions to support student's

SY2021-22 NHCSB	All Students	SWD	ELL
Total Number of Students	747	73	113
%	100%	10%	15%
Total Out-of-School Suspensions	28	10	6
%	100%	36%	21%

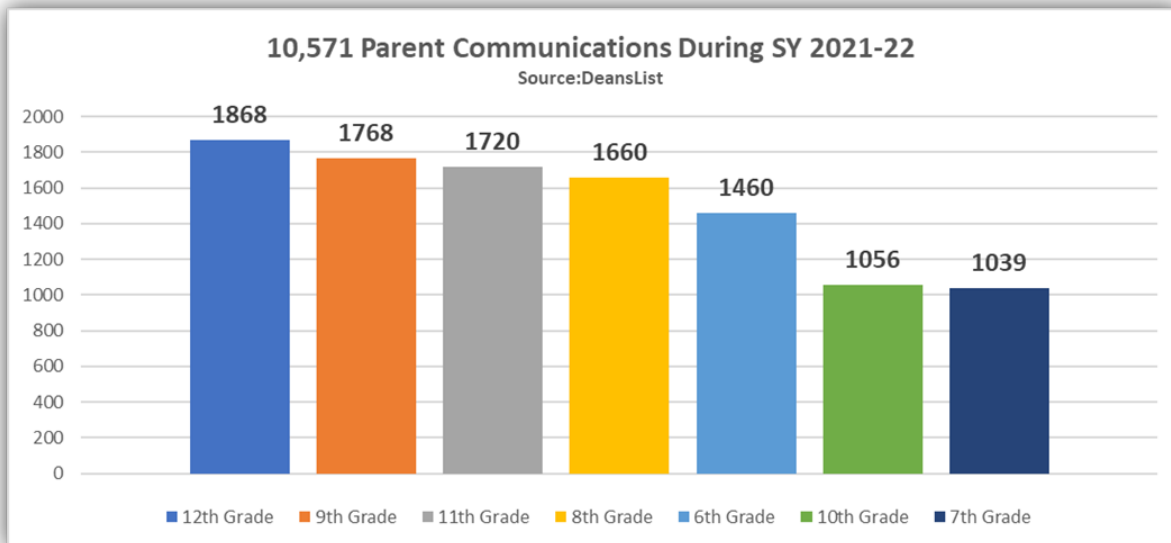
behavioral regulation. With a goal to decrease student behavior infractions and prepare all students for college, we have incorporated regular presentations and

conversations around behavior, attendance, and grades to support our college-going culture.



New Heights Charter Schools aims to hold Scholars to high academic and behavioral expectations by positively reinforcing the scholarly behaviors we want to see in the classroom. Grade-level teams, led by a grade-level teacher leader, are supported in August and September to develop, and implement developmentally appropriate positive behavioral intervention systems to teach prosocial behaviors through immediate, consistent feedback and praise. For example, our sixth-grade team used scholar dollars to reward positive behaviors like class preparedness and on-task attention. Sixth graders could then purchase small items at a weekly school store. In the classroom, teachers were trained to set, clarify, and reinforce clear expectations for a scholar's success in classes. If a scholar does not meet the expectations of the classroom, they can expect the teacher to take the time (when appropriate) to determine what the scholar needs to be

successful in class. This may require a collaboration between teachers, parents, and support staff. In addition, teachers were encouraged to communicate with families focusing on student-first and positive feedback. This communication was documented in DeansList and discussed at grade-level meetings monthly.



To promote greater consistency, predictability, and transparency, New Heights Charter School Deans of Students utilized the Dean’s Referral table. This table was created to streamline the way consequences are assigned at NHCSB. Our Dean Referral Table clearly outlines what behaviors constitute a Dean Referral as well as suggested consequences. All referrals will be thoroughly reviewed and investigated prior to assigning a consequence. While it is not possible to list all circumstances that may constitute given behavior, this table lists some examples of misconduct depending upon the totality of the circumstances and including the severity of the conduct. Deans of Students monitor DeansList throughout the day and contact families of scholars who may need more support. The principal often reviewed the scholar handbook with all students during homeroom by Zoom.

2020-21 Student Discipline <sup>1</sup>					
<a href="#">New Heights Charter School of Brockton’s Student Discipline Data Report</a>					
Student Group	Total Number	Students Disciplined	Percent In-School	Percent Out-of-School	Percent Emergency

<sup>1</sup> Provide the most recent (2020-21), publicly available student discipline data by providing a link to your school’s student discipline data.

	<b>of Students</b>		<b>Suspension</b>	<b>Suspension</b>	<b>Removal</b>
<b>All Students</b>	758	0	0	0	0
<b>English Learner</b>	0	0	0	0	0
<b>Economically Disadvantaged</b>	0	0	0	0	0
<b>Students with Disabilities</b>	0	0	0	0	0
<b>High Needs</b>	0	0	0	0	0
<b>Female</b>	0	0	0	0	0
<b>Male</b>	0	0	0	0	0
<b>American Indian or Alaska Native</b>	0	0	0	0	0
<b>Asian</b>	0	0	0	0	0
<b>African American/Black</b>	0	0	0	0	0
<b>Hispanic/Latino</b>	0	0	0	0	0
<b>Multi-race, Non- Hispanic/Latino</b>	0	0	0	0	0
<b>Native Hawaiian or Pacific Islander</b>	0	0	0	0	0
<b>White</b>	0	0	0	0	0

*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?</b> (Title)	<b>With whom did the school disseminate its best practices?</b> (Highlight partners and locations, including school districts)	<b>Result of dissemination</b> (Share any changes in practice or new opportunities for students that occurred because of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Hiring practices	Teacher Shortage Conference	Executive Director Human Resources Assistant Executive Director	Secondary and postsecondary institution nationwide	mutual improvement of hiring practices for teachers to increase applicant numbers
Early College Model	Meeting with representative from Brockton Public Schools	Principal Director of Early college Partnerships	Brockton Public School District	Brockton has created their own early college model for students in their district
Early college model	School Visit	Principal Director of Early college Partnerships	Veritas charter school	Veritas is mapping out their early college program
Early college model and whole school model	School Visit	Executive Director Asst Executive Director Principal Director of Early college Partnerships	AMIT from Israel	AMIT expressed that they were inspired by the ability of our team to take underperforming students and support them through college. They are now considering doing something similar for students in Israel.



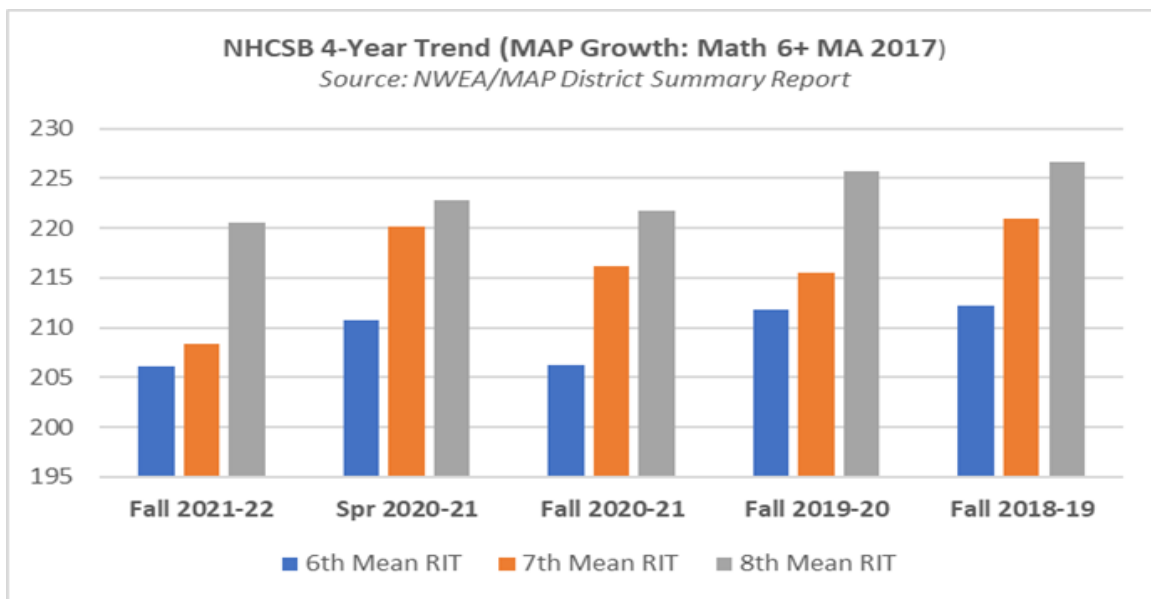
<b>Best Practice Shared</b>	<b>Vehicle for Dissemination</b> (describe the method, format, or venue used to share best practices)	<b>Who at the school was involved with the dissemination efforts?</b> (Title)	<b>With whom did the school disseminate its best practices?</b> (Highlight partners and locations, including school districts)	<b>Result of dissemination</b> (Share any changes in practice or new opportunities for students that occurred because of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
Early College model and whole school model	RTI Conference	Executive Director Asst Executive Director Principal Director of Early College Partnerships Director of Special Projects	NHCSB staff attended the Annual RTI Early College Conference - attendees included schools thorough NC	NHCSB met with teams from North Carolina and Massachusetts programs to share best practice and build partnerships. Executive Director gave presentation during a breakout session on Early College leadership
College Going Culture and Developing College Ready Skills	Conference	Director of Early College Partnerships Executive Director	Other schools at the conference	Schools were able to integrate some aspects of our college going culture into their growing programs to support and promote college ready skills
Early college best practices for student services	Meeting over zoom	Director of Early College Partnerships	Charlestown Early College Program	This program was able to improve their support of struggling students based on this meeting and the best practices shared.
Dual enrollment	Meeting over zoom	Director of Early College Partnerships	Southeastern	dual enrollment best practices with MCC
Viability Study	Meeting over zoom	Director of Early College Partnerships	UMASS System	Early college viability study information

<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?</b> (Title)	<b>With whom did the school disseminate its best practices?</b> (Highlight partners and locations, including school districts)	<b>Result of dissemination</b> (Share any changes in practice or new opportunities for students that occurred because of your work at other schools/districts. List any resulting artifacts, materials, or results from partners and indicate if the school received grant funding to disseminate and if a grant report was written.)
		Dean of Early College Access		
Overview of NHCSB EC Model	Conference Presentation (virtually)	Director of Early College Partnerships Transition Coordinator	NISTS-National Institute for Student Transfer Success	Focus on transfer opportunities to higher education institutions
New Heights Early College Student Support	Meeting Over Zoom	Director of Early College Partnerships Dean of Early College Access	ERS: Education Resource Strategy	Supporting early college students and our staffing model
ELE Student Success Plan Model	Meeting over Zoom	Dean of ELE	OLA EL Leadership Network; over 100 EL Department Leaders and districts in Ma	EL Leaders were able to ask questions about our Student Success Plan model live during the meeting, EL Leaders emailed Dean of ELE with questions about our Student Success Plan model, Some El Leaders in the training were expressing interest in implementing this model in their own districts

## Academic Program Success

### *Student Performance*

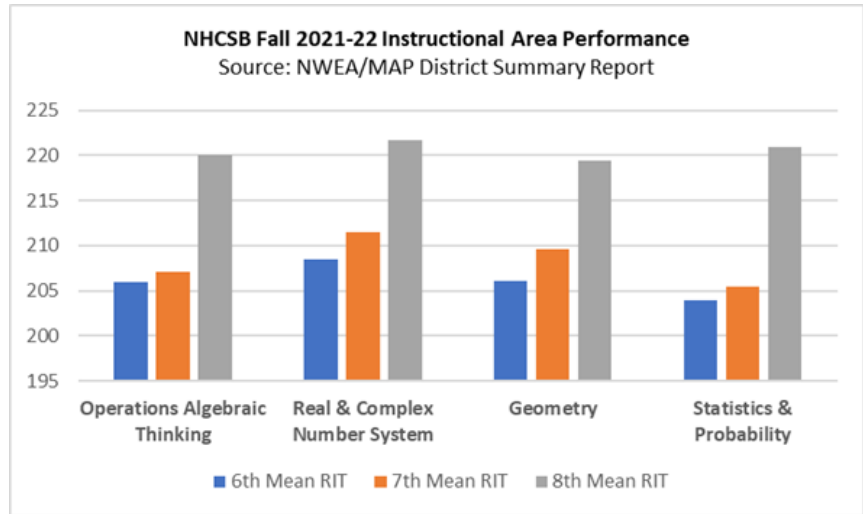
- 1) [New Heights Charter School's school report card \(overview\) link](#)



### **Instruction:**

New Heights Charter School of Brockton facilitated a rigorous and lengthy vetting process to identify high quality instructional materials. Drivers were created by district data which indicated specific developmental skill areas for our scholars. A team of teachers and administrators identified which materials and curriculum programs provided the necessary scaffolds and supports students needed to be successful. The implementation of the materials was monitored through assessments and lesson observations. Ensuring the high-quality instructional materials were delivered with integrity and fidelity allowed our district to gauge the effectiveness of the materials and programs. Based on the student product, the instructional leadership team identified the impact materials and curriculum had on student learning. Additionally, New Heights participated in Accelerated Learning workshops put on by DESE to begin the process of addressing learning gaps caused by virtual learning during the pandemic. Teachers were given extensive PD on engaging students and differentiating at all levels. Observations and assessment outcomes were used to ensure implementation with fidelity.

In the 2021-2022 school year, a school-based instructional team developed a Look-Fors rubric for teachers. Elements of the rubric mirrored the Massachusetts Teacher Evaluation System and indicators of success were described to promote high-quality instructional practices. For example, evidence of Well-Structured Units and Lessons included “Students are learning the strategies and skills needed to be college ready skills: note taking, time management, goal setting, using unstuck strategies.



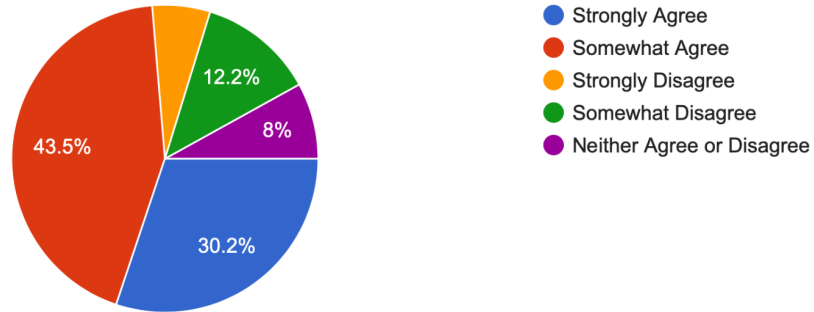
In 2022-2023, we will prepare all students for college by implementing high-quality differentiated, culturally, and linguistically responsive instruction throughout every classroom at New Heights. Educators will use this Look-Fors rubric to self-assess, write SMART goals, and collect evidence around one or two identified areas of improvement. The school-based instructional team will identify exemplary classroom practices for each area of the rubric to be used as model classrooms. Teachers will be able to observe one another and provide feedback through Learning Walks.

**Curriculum:**

Additionally, a group of educators and administrators worked collaboratively with an organization called AdaptiveX which coaches school faculty and leaders on culturally responsive teaching practices. Together, this team of administrators and teachers worked to provide CRT professional development for the NHCSB faculty. This team created a CRT checklist for teachers to reflect upon the efficacy and cultural connections embedded in their lessons. This checklist and scholar preferences data were factored into consideration prior to identifying materials and curriculum to engage our students and measure learning accurately. To ensure CRT practices are being executed appropriately and accurately, our district facilitated professional development around recognizing implicit biases. Through these concepts learned in professional developments, we reviewed curriculum and materials to identify curriculum that is most inclusive and relevant for our student population.

I feel I am being prepared for college classes in this school.

262 responses



**Assessment and Program Evaluation:**

Each academic department at NHCSB reflects annually on the curriculum used in the classroom as well as the assessment tools used to measure student growth. This process resulted in multiple changes to our curriculum for the 2021-22 school year including a new math and ELA curriculum purchased with the support of two state grants. The selection process of curricular and supplementary materials is identified by departments, presented to the Associate Principal of Curriculum who vetted the selection of curriculum with peers at other schools and curriculum identified by DESE. Ultimately, the selection of curriculum was predicated upon what our teachers and academic leaders believed to be the most effective, culturally responsive, and relevant curriculum for our students. Our teachers and curriculum leaders use multiple measures, such as NWEA, MCAS and MAP testing as college course completion data to provide real-time feedback for curriculum improvements.



New Heights Charter School

has celebrated two graduating classes and now has more than 100 alumni who have graduated from high school with an associate degree. It is a priority for the program to continue to have a minimum of 50% of our graduating classes earn an associate degree. This year we prioritized multiple measures as we collaborated with our college partner to determine more students who were prepared for college classes. Numbers have not been determined at this time, but we believe that in 2022-2023, we will grow our Early College student numbers by another 40-50 students in hopes of providing more access to the Associates Degree at graduation day.



### **Supports for All Learners:**

The Middle School Middle/High School Math department has used IXL throughout the 2021-2022 school year as a tool to diagnose student proficiency in previously taught and current math



skills and used this data to create student specific skill plans. Teachers designed lessons using data from diagnostic assessments to target two-three groups of learners: below-level, on target, accelerated practice. Teachers were coached to frequently monitor student progress and assign skills based on students' individual needs to create personalized learning experience with regards to skills being practiced and the amount of time spent on math practice. This year students in grades 6-10 have completed over a million questions and have gained proficiency in over 42,000 math skills cumulatively.

After reviewing feedback from our college partners, Middle School Science classrooms adopted the KnowAtom Curriculum. This curriculum provided teachers with a full year of NGSS-aligned and scaffolded units. Each student was given their individual consumables, including grade-level nonfiction lab manuals and directions for hands-on laboratory assignments. Science teachers looked at the NWEA Reading data for their students to identify target skills. For example, an area of improvement for our sixth graders when reading nonfiction was identifying the organization of different types of informational text structures, such as cause/effect, problem/solution, question/answer, comparison, and chronology. Students annotated text for signal and transition words and used Socratic questioning to determine the type of text structure used in a particular informational text.

Assessments were embedded into the curriculum and were provided on a consistent basis. Since the 20-21 school year, teachers used Google Classroom and other online platforms to assess their students. The variability provided students with multiple means of showcasing mastery of learning. In past years scholars were provided opportunities to demonstrate mastery in teacher centered activities, however the 20-21 school year allowed students to work at their own pace with digital resources that enabled scholars to demonstrate mastery at their own pace. Students were asked to showcase their learning through a variety of measures where teachers were able to assess the degree to which learning occurred. Consequently, because of relying on student results and products during remote learning, our faculty has learned to determine the effectiveness of learning by looking at student work.

#### ESL Programming:

Like prior years, the ESL curriculum continues to be culturally and linguistically responsive and aligned to state standards and WIDA ELD Standards Framework. This year, our curriculum has more of a social justice, agent of change focus through WIDA and Standards-aligned units like “Rewriting History: Leaders of Color Past and Present: Informational Writing for Change”. Our curriculum has also had more of an experiential learning/learning language in context focus by incorporating several field trips throughout the year that are aligned to a specific ESL curriculum unit (i.e., Museum of African American History in Boston, Ma). Like the WIDA Can Do Descriptors, the NHCSB ESL curriculum is strengths-based, drawing upon students’ strengths and background knowledge to deepen student learning. Through differentiation, data-informed targeted intervention, and scaffolding, our ESL curriculum addresses the English Language needs of our Multilingual Learners (MLLs) at all levels. Evidence of explicit language instruction must be documented through weekly lesson plans and deliverables and submitted to the Dean of ELE. Lesson plans must provide evidence of explicit language instruction by including daily language objectives and formative assessments that are clearly aligned to those

objectives. End-of-lesson/unit authentic assessments must be accompanied by a rubric that specifically outlines criteria for success. Lessons must show evidence of language use in all four language domains: listening, speaking, reading, and writing.

ESL lessons should leverage the power of cooperative learning as often as possible to increase student learning and engagement, provide opportunities to practice speaking and listening skills, and to scaffold learning. Finally, all lessons are standards-based and WIDA aligned. This year we have implemented Student Success Plans for all Multilingual Learners. These Student Success Plans include students' ACCESS and Benchmark data, grades overview for each quarter, as well as an English Proficiency Goal and a College and Career Goal. These Student Success Plans have been created with the goal of empowering Multilingual Learners and their families to understand and own their learning data to create individualized goals and accelerate the rate at which our Multilingual Learners acquire English Language Proficiency. We have also begun the process of holding entirely student-led Student Success Plan meetings at the beginning of each year, where our Multilingual Learners share their learning data (ACCESS, MAP, MCAS, AND IXL) with their teachers and families as well as their data-informed Student Success English Language Proficiency Goals. Our ESL Teachers support our MLLs in tracking their progress towards their Student Success Goals on a weekly and monthly basis. Students and teachers also celebrate student success and keep track of student growth by tracking student progress on the classroom data wall and printing certificates for students who have met their Student Success Goals. Students will illustrate their learning and growth at our first ever end of year Multilingual Learner Student Success Showcase by presenting their own data and growth and explaining the learning process it took to get there, using the language of math and data. Our Multilingual Learner Student Success Showcase will be open to parents, teachers, administrators, and community members. All Multilingual Families whose students are currently enrolled in ESL will leave with a free bilingual Children's' book to promote bilingualism and biliteracy. Our Dean of ELE recently participated in an OLA EL Leadership Network meeting where we shared these best practices with other ELE Leaders. To support this Student Success Plan work in the ESL classroom, we have also created a College and Career Readiness Unit which is aligned to WIDA and State Standards. In an effort to promote multilingualism and multiculturalism school-wide, we implemented the I am Multilingual school-wide initiative, which celebrates and recognizes all of our staff members who are multilingual and multicultural by putting a beautiful sign that says I am Multilingual and the language the staff member speaks in English and in their native language along with their photograph up on a large display board as you enter the school building. Our goal is to show our students that there are many staff members who are also multilingual and multicultural just like them to build student pride, encourage our scholars to view their multilingualism and multiculturalism as a gift and an asset, and give our scholars real-life examples of adults who are just like them, staff members they can look up to and ask questions about their multilingualism and multiculturalism.

### **Professional Development workshop conducted by Dean of ELE:**

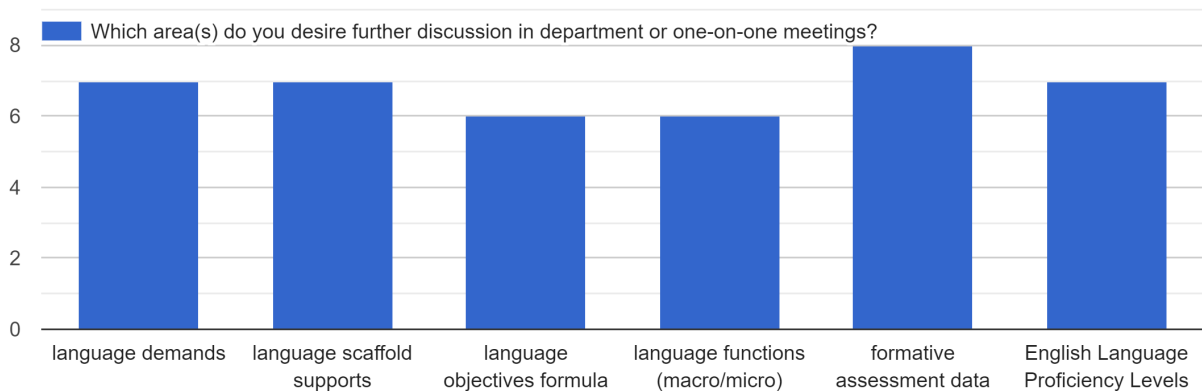


**June 24, 2022-** Dean of ELE and ESL Teachers present *Student Success Plan Model and Data-informed Student Learning Outcomes: Empowering Multilingual Learners to Take Charge of Their Own Growth and Learning* to all NHCSB staff

**August Retreat 2021-** *Intro to WIDA Levels + CAN DO Descriptors PD*

**April 22, 2021-** *Language Objectives & Access to Knowledge (S. Silva)*

Please check all that apply:



Access for ALL students:

During the school year 2020-2021 programming for students who receive special education services as well as English Language Learners was altered to support remote learning and school closure for portions of the school year. Students who received special education services were invited to participate in in- person learning for a portion of the fall and spring. All students who received special education services that remained remote were provided with schedules that outlined how services would be met in a remote setting. Special Education teachers zoomed into general education classes and co-taught as well as provided academic support sessions for students. Paraprofessionals supported students with high needs to provide academic support and individualized support throughout the school day. Special Education Teachers and General Education teachers held regularly scheduled planning time. Special education case managers maintained regular communication with students and parents. Progress meetings were held to support students who had difficulty with remote learning and action plans were created to support their continued progress. Students who received services in a resource room setting were provided classes remotely as well as in person. Students identified as Els were provided with remote ESL classes both virtually and in person. Students dually identified as Els and students with special education services had the opportunity to receive services in the school building for in- person learning in both the fall and spring. In March 2021, New Heights hired additional paraprofessionals to support students both virtually and in-person. Specifically, to

support students with high needs, paraprofessionals were assigned to classrooms to provide students with targeted support. For students who receive special education services, meetings were held to determine if compensatory services were needed due to covid-19.

Students were able to access all academic programs during the 20-21 school year via Chromebooks. Each student was provided a Chromebook along with a hotspot to increase access. Students and families participated in training sessions on Google Classroom that were led by administrators and the tech department to ensure parents and students could easily navigate the learning management system. Students were coached in a series of workshops on each digital platform to ensure ease of operation. Students had personalized check ins and calls from teachers, administrators, and an outreach team. The outreach team was developed to increase contact with students and families throughout remote learning. When the city of Brockton announced it was safe to begin bringing small cohorts of students into schools, the district began a small program where high needs students returned to school and received personalized in-person instruction. When all students were able to safely return to school, in-person learning began for any student who chose to come to school. Students who chose to remain home had remote access to live learning via synchronous classes for each subject area daily.

**Special Education:**

The purpose of Special Education at NHCSB is to provide scholars with the individualized specially designed instruction and related services needed for scholars to develop the skills they need to access the general curriculum and be college ready. The type of services, how and when they are delivered are documented in the scholar’s Individual Education Program or IEP.

In March the following data was submitted to the Department of Elementary and Secondary Education as part of the required student data submission. As of 3/30/2022, 72 scholars receive Special Education Services at NHCSB. The submission also documented the following information regarding the percentage of scholars qualifying for services in each of the DESE disabilities and the setting in which services are provided.

<b>Disability Categories</b>	<b>%</b>
Specific Learning	41%
Health	31%
Communications	13%
Intellectual	8%
Emotional	4%
Autism	2%
Neurological	1%
<b>Total</b>	<b>100%</b>

**Percentage of Scholars with Disabilities:**

- Specific Learning Disability- 41%.
- Health Disability- 31% (most students qualifying under this disability have a qualifying diagnosis of attention deficit hyperactivity disorder- ADHD).
- Communication- 13%.
- Intellectual- 8%.
- Emotional- 4%.
- Autism- 2%.
- Neurological- 1%.

**Location of provision of Special Education Services:**

- Full Inclusion- (Minimum of 80% of special education services provided in the General Education)79%

- Partial Inclusion- 21% (Minimum of 40% of special education serviced provided in General Education)- 21%

The percentage of scholars receiving services in the full inclusion setting exceeds the state target of 61.5% by 17.5 percentage points. Services provided outside of the general education setting fall into the following 4 categories:

1. Instruction where English Language Arts and Math content is modified to meet the needs of scholars who present with cognitive challenges. Two special education teachers use the Massachusetts Curriculum Frameworks for Students with Disabilities to develop and implement individualized instruction that address the skills for each content strand at 3 different levels of difficulty.
2. Intensive instruction in Academic Skills is also provided individually or in small groups outside of the general education setting. Scholars participating in this service work closely with the special education teachers, who are their case managers, to identify and refine learning skills and strategies required for curriculum access prior to their implementation in the general education setting.
3. Related Services, such as Speech and Language Therapy, Occupational Therapy and Physical Therapy, occur outside of the general education system to provide opportunities for scholars to engage in therapeutic activities addressing their specific disability related needs away from distractions and with a high degree of therapist oversight.
4. Counseling with the School Adjustment Counselor occurs outside of the general education setting to ensure privacy and confidentiality.

This year the Special Education Department had the following four main foci:

- Ensuring that all regulations are fully and faithfully implemented.
- Conducting Team meetings where parents, students, general educators, special educators, related service providers (Speech and Language Pathologist, Occupational Therapist, School Adjustment Counselors, Physical Therapist) and Academic Counselors fully participate as equal members.
- Developing IEPs that provide students with the skills and strategies they need to access curriculum content and be college ready.
- Effective instruction in the general education setting.

IEP regulatory compliance has been achieved. Parent/guardian attendance at Team meetings has exceeded 90%. During Team meetings parents/guardians not only present their concerns and vision for their child but provide input regarding accommodations, goals, objectives, and services. General educators provide hard and soft data regarding scholar's ability to access the curriculum, class participation and behaviors. Special educators and related service providers address achievement toward IEP goals and objectives and propose goals, objectives, and services for the new IEP. This year Academic Counselors have been added to Team membership. Their addition to the meeting allows the Team to review scholar's progress toward graduation and college readiness.

IEPs are now written with goals and services addressing skills and strategies needed for curriculum access and college readiness through direct instruction in both scholar knowledge about themselves as learners and the use of their strengths to compensate for areas of need. Scholars' growth in their knowledge of themselves as learners and independent use of learning skills and strategies has a direct positive impact on curriculum access and college readiness.

Effective instruction in the general education setting was supported this year through the implementation of weekly common planning time where general educators and special educators reviewed the standards and learning objectives for the next week's classes and determined the supports and skills instruction scholars required to achieve these objectives. Special education staff participate in both the full staff professional development and targeted pedagogical training. Through department meetings special education teachers and paraprofessionals were provided guidance in:

- The use of formal and informal assessment results to determine scholar's strengths and areas of need.
- Development of scholar's learning skills and compensatory strategies during content instruction.
- Development of IEPs that ensure the Federal educational benefit standard is met.
- Instruction in the development of scholar's understanding of themselves as learners.

Department meetings also provided a forum for staff to consult with each other on pedagogy and practice.

Each Special Education Teacher had a bi-weekly meeting with the Director of Student Services. These meetings were an opportunity for teachers to confer with the Director on topics of their choosing.

While moving forward with the cycle of continuous improvement the day-to-day activities vital to serving our scholars continued.

Each scholar receiving special education has a special education teacher serving as their case manager. Case manager responsibilities include:

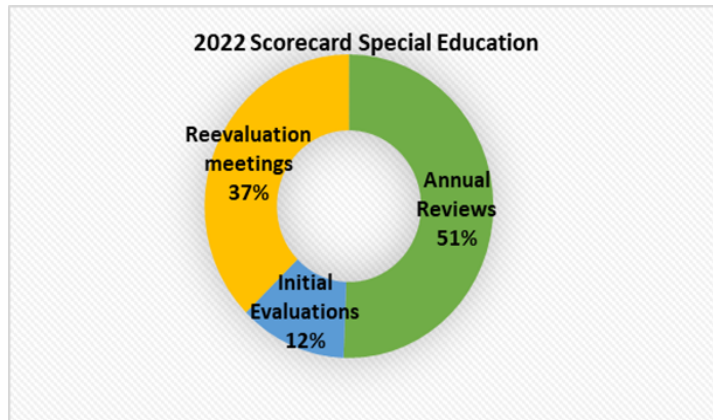
- Ongoing communication with parents/guardians.
- Consultation with general education staff and related service providers.
- Completion of IEP and Progress Reports.
- Instruction in both the general and separate settings.
- Tracking of student data to inform instruction and instructional strategies.

This year, with the addition of a department administrative assistant, case managers are no longer responsible for scheduling and coordinating Team meetings. Removing these responsibilities from teachers provided them with increased capacity for collaborating with their general education counterparts and building strong relationships with parents/guardians.

This school year the Special Education Department has completed:

- 42 Annual Reviews to update scholar's IEPs,

- 10 Initial Evaluations to determine if scholars qualify for special education services. Out of the 10 scholars assessed 5 qualified for services, 3 scholars continue to be in the qualification process and 2 scholars did not qualify for special education,
- 31 Reevaluation meetings to determine if scholars continue to qualify for special education services. Twenty-six of the scholars assessed continued to qualify for special education services. Five scholars were found to have the skills needed to access the curriculum without special education support.



As the academic year draws to a close the Special Education Department will complete a program evaluation to comply with DESE regulations and determine department goals for the 22/23 school year.

**Accelerated Student Learning:**

To accelerate student learning and address the learning loss that took place because of the COVID-19 pandemic, New Heights used assessment outcomes from September MAP scores to determine which standards students were struggling from an entire grade level perspective and from an individual perspective. Teachers then used that data to craft interventions which targeted the specific areas of skill that students had demonstrated needing additional support in. Staff also work with our director of curriculum to reinforce important concepts from the previous grades standards as part of their units. This gave students practice and exposure in standards they may have missed or not entirely mastered due to last year’s remote and hybrid learning models.

Teachers also engaged in workshops designed to help them unpack their grade level standard and identify the prerequisite prior knowledge that students need to master the standard. These workshops helped teachers create pre-assessments for students that helped teachers identify which aspect of prior knowledge would need to be addressed prior to starting a new concept or unit.

All teachers at the end of the 21-22 school year will complete a “Curriculum Dashboard ” which allows teachers to identify what units in their curriculum they have been able to teach to student mastery. Since teachers focused on the depth of student learning and on spiraling their curriculums to ensure that standards from previous grades were revisited, ensuring a closing of learning gaps, not all standards were covered in the 21-22 school year. The Curriculum Dashboard allows teachers to note which standards have not been covered or completed to mastery. This data will be communicated to the next grade level teachers as “unfinished learning”. During our summer retreat in August, New Heights staff will assess the unfinished learning that their incoming students have and what skills are necessary to access each of the

unfinished standards. During this retreat, staff will also work within their departments and grade levels to build a scope and sequence of their curriculum with embedded assessment cycles. While reviewing the scope of the 22-23 school year, teachers will then backwards design their units to ensure that they address identified “unfinished learning” and standards into the upcoming curriculum where skills from the 21-22 and 22-23 school year most closely align. During the lesson design process, teachers will skillfully unpack each standard and prioritize those standards that were not taught during the pandemic or that were not able to be addressed in depth in the 21-22 school year. Teachers will then facilitate the “just-in-time” teaching strategy termed by DESE where they will pre-teach the skills that were not taught in the previous school year while parallel teaching current grade level content. The rigor and high expectation of each lesson will remain while a scaffolded set of entry points to the standard are provided for all learners. Remediation will remain only for students with identified achievement gaps to ensure curriculum pace is not compromised.

Conversations with families and community members will also take place to ensure communication regarding school expectations and student needs. Next, the instructional staff will plan out their curriculum scope and sequence for SY 22-23 and determine where unfinished learning fits in the current scope. Through both formative and summative assessments, teachers will analyze the proficiency of knowledge attained by their students, and adjust the curricular supports and pace strategically as identified by student product.

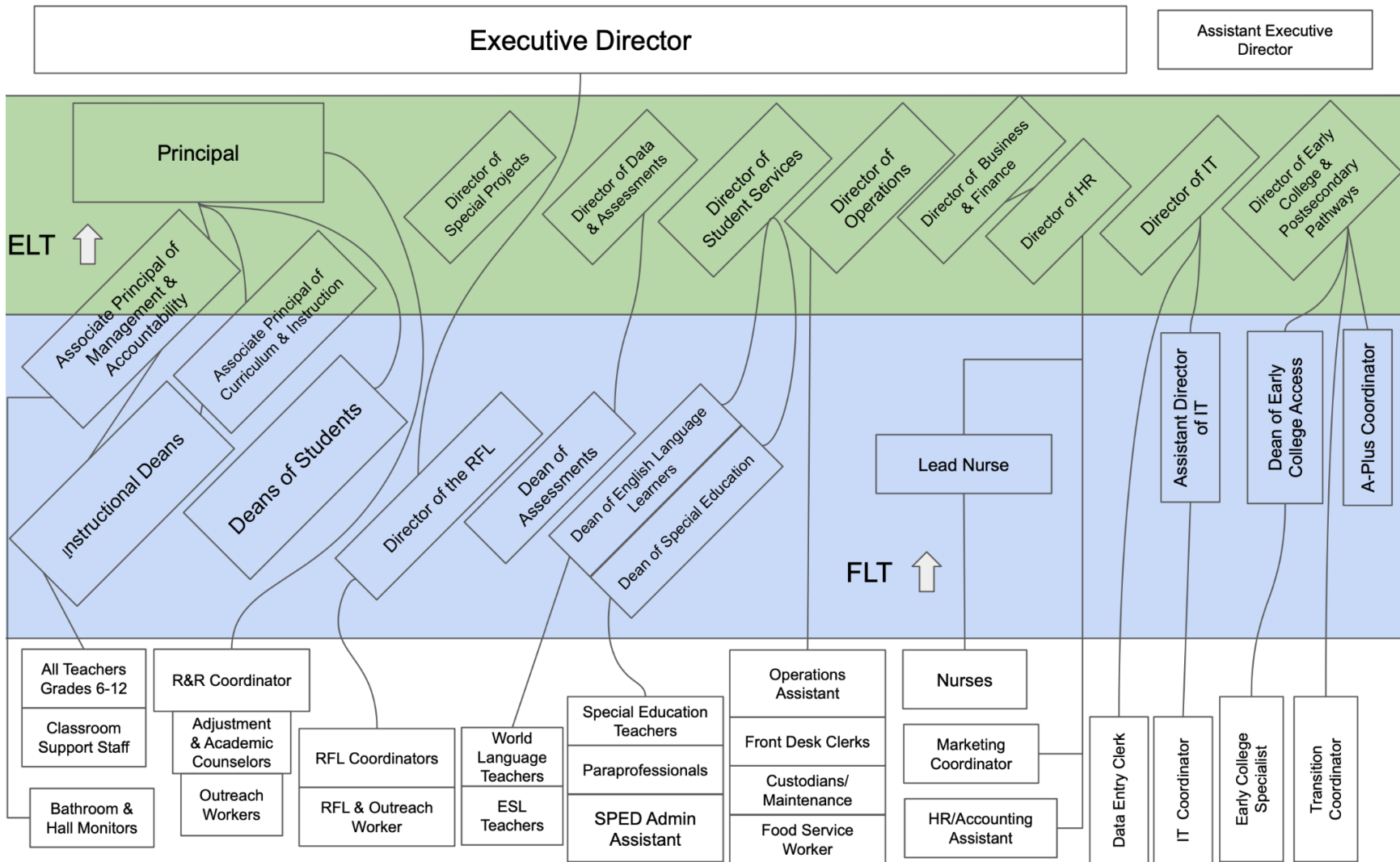
## **Organizational Viability**

### ***Organizational Structure of the School***

Below is our anticipated organizational chart for the 2022-23 school year.

### ***Organizational Structure During 2021-22***

NHCSB adopted a single principal model during the 2021-22 school year, focusing on the inclusion of vice principals to support curriculum/instruction and early college. In addition, we added a recruitment specialist in the late spring and a data specialist to support our student recruitment and data initiatives.



***Organizational Structure Anticipated Changes for 2022-23***

Changes to the 2022-23 Organizational Chart deviate from the 2020-21 organizational plan in two key areas – the Associate Principal of Teaching and Learning was divided into two Associate Principal positions (the Associate Principal of Management and Accountability and the Associate Principal of Curriculum and Instruction) and the Associate Principal of Student Affairs took on the role of Principal. In addition, NHCSB will welcome a registrar to manage our early college students’ schedules and a Coordinator of Recruitment and Enrollment.

***Budget and Finance***

The NHCSB Board approved the 2023-24 budget at their regularly schedule meeting on June 28th, 2022 after extensive review in the Finance Committee. The financial statements from the 2022-23 school year are presented below followed by the SY’23 budget.



# New Heights Charter School of Brockton

## Preliminary Unaudited Statement of Financial Position

As of June 30, 2022

	TOTAL
<b>ASSETS</b>	
Current Assets	
Bank Accounts	\$1,935,988.60
Accounts Receivable	
11000 Accounts Receivable	517,805.75
Total Accounts Receivable	\$517,805.75
Other Current Assets	
11200 Grants Receivable	305,300.70
12000 *Undeposited Funds	0.00
1308 Prepaid Expenses	109,832.75
1499 Undeposited Funds	0.00
1511 Restricted Current Assets	0.00
Total Other Current Assets	\$415,133.45
Total Current Assets	\$2,868,927.80
Fixed Assets	
1510 Construction in Process	0.00
1513 Land and Buildings	6,715,884.04
1514 Building/Leasehold Improvement	1,972,324.51
1515 Furniture and Equipment	
1515a Computers and Technology	253,643.06
1515b Instructional Furn & Equip	151,403.87
Total 1515 Furniture and Equipment	405,046.93
1516 Vehicles	56,152.00
1616 Less Accumulated Depreciation	-2,385,162.21
Total Fixed Assets	\$6,764,245.27
Other Assets	
18600 Other Assets	0.00
18700 Security Deposits Asset	0.00
Total Other Assets	\$0.00
<b>TOTAL ASSETS</b>	<b>\$9,633,173.07</b>

# New Heights Charter School of Brockton

## Preliminary Unaudited Statement of Activity

July 2021 - June 2022

	TOTAL
<b>Revenue</b>	
4001 Tuition	11,992,157.00
4100 Government Grants & Funding	2,461,266.99
4200 Nutrition Funding	
4206 Nutrition Funding - State	6,887.30
4207 Nutrition Funding - Federal	372,003.54
Total 4200 Nutrition Funding	378,890.84
43400 Direct Public Support	
43450 Individ, Business Contributions	130.61
Total 43400 Direct Public Support	130.61
4400 Private Support Funding	
4105a Grants - Private - Designated	180,500.00
4414 Contributions - Component Unit	5,000.00
4415 Contributions - Fundraising	310.00
Total 4400 Private Support Funding	185,810.00
4500 Student Programs & Misc Fees	
4309 Student Program Fees	5,680.00
4617 Chromebook Assurance Fee	4,550.00
4919 Miscellaneous Income	5,260.00
Total 4500 Student Programs & Misc Fees	15,490.00
46400 Other Types of Income	
46430 Miscellaneous Revenue	55,712.32
Total 46400 Other Types of Income	55,712.32
4716 Interest / Investment Income	798.69
47200 Program Income	29,183.81
<b>Total Revenue</b>	<b>\$15,119,440.26</b>
<b>GROSS PROFIT</b>	<b>\$15,119,440.26</b>
<b>Expenditures</b>	
5000 Personnel Costs	
5001 Salaries	
5002 FFCRA Salary Credits	9,174.29
5121 Salaries - Admin School Leader	242,541.79
5131 Salaries - Admin Business & Fin	119,609.37
5141 Salaries - Admin Human Resource	90,000.00
5161 Salaries - Admin IT	217,655.51
5171 Salaries - Admin Development	145,404.95
5181 Salaries - Admin Clerical	83,869.92
5211 Salaries - Instructional Leader	644,982.72

FY'23 Budget

**New Heights Charter School**

	<b>FY23 Budget</b>
Enrollment	735
A+ Enrollment	
Combined Tuition Rate	17,477
<hr/>	
% of fiscal year	
Tuition	12,845,808
Tuition Reserve	
Government Grants/Other Fed	2,636,144
Nutrition Revenue	252,000
Private Grants / Donations	20,000
Student Programs & Misc Fees	
Miscellaneous Revenue	20,000
Interest/Transportation Reimb	120,000
	<hr/>
<b>Total Revenue</b>	<b>15,893,952</b>
	<hr/>
Staff	10,195,739
Payroll Taxes	434,995
Fringe Benefits	1,167,355
Professional Development	320,000
	<hr/>
<b>Total Personnel Costs</b>	<b>12,118,089</b>
	<hr/>
Professional Services	320,000
Recruitment and Advertising	50,000
Dues, Fees, & Memberships	50,800
Office Supplies	41,000
Staff Appreciation/Retention	25,000
Insurance	90,000
	<hr/>
<b>Total Administrative Costs</b>	<b>576,800</b>
	<hr/>
Contracted Services (Includes Health)	544,000

Instructional Supplies/ Testing	190,000
Technology	231,224
Summer Programming	140,000
Non capital furniture	10,000
Nutrition Program	285,000
Athletics / Activities / Cultural	358,000
Transportation	135,000
<b>Total Instructional Costs</b>	<b>1,893,224</b>
Maintenance of Building & Grounds	375,000
Maintenance/Cost Vehicles	
Networking / Communications	200,000
Rent/Lease of Building & Grounds	72,000
Depreciation	172,615
Loan Interest Expense	280,000
Occupancy Costs	200,000
<b>Total Occupancy Costs</b>	<b>1,299,615</b>
<b>Total Expenses</b>	<b>15,887,728</b>
<b>Operating Surplus/(Deficit)</b>	<b>6,225</b>

<b>FY23 Enrollment Table</b>	<b>Enter Number Below</b>
Number of students pre-enrolled via March 15, 2022, submission	735
Number of students upon which FY23 budget tuition line is based	735
Number of expected students for FY23 first day of school	735
Please explain any variances: <i>(Example: Since March, 5 students informed us that they were not returning. We budget conservatively each year of 5-10 less than the expected students)</i>	

## **Appendices Checklist**

***APPENDIX A: Accountability Plan Performance for 2021-22***

***APPENDIX B: Recruitment and Retention Plan***

***APPENDIX C: School and Student Data/Board and Committee Information & Schedules***

***APPENDIX D: Additional Required Information***

***APPENDIX E: Conditions & Complaints (if applicable), Attachments (optional)***

**APPENDIX A: Accountability Plan Evidence 2021-22**

**Faithfulness to Charter**

	2021-22 Performance (Met/Not Met)	Evidence (include detailed evidence with supporting data or examples)
<p><b>Objective: NHCSB will cultivate a college-going, pro-social culture which prepares all (every) scholars with the skills and tools to envision themselves as college-bound.</b></p>		
<p><b>Measure:</b> By the end of each year, 95% of high school students and 90% of students with high needs, which includes ELs, students with disabilities, and economically disadvantaged students, by their junior year will complete a personalized career and academic portfolio through an online platform (such as Naviance) in order to prepare for college and career.</p>	<p><b>Met</b></p>	<p><b>Student guidance reports indicate 100% of all high school students have Naviance portfolios created with grade appropriate academic and career tasks assigned.</b></p>

<p><b>Measure:</b> The district will survey all scholars (6-12) annually and receive a minimum participation response rate of 90%. Based on the percent of students who agree with each of the six statements, there will be an annual overall average of 85% student agreement for each of the following statements:</p> <ul style="list-style-type: none"> <li>● My Academic Counselor helps me to better understand the college process.</li> <li>● I feel I am being prepared for college classes in this school.</li> <li>● I want to attend college after leaving high school.</li> <li>● My teachers are preparing me to be successful in college.</li> <li>● I have visited a college campus.</li> <li>● I have an idea of what I want to major in when I go to college.</li> </ul>	<p><b>Not Met</b></p>	<p>NHCSB recorded 268 (response rate of 36%) responses from the school climate survey:</p> <p>63% of students believe the academic counselor helps me to better understand the college process.</p> <p>73% of students report being prepared for college classes in this school.</p> <p>89% of students report that they want to attend college after leaving high school.</p> <p>79% of students report that their teachers are preparing me to be successful in college.</p> <p>59.2% of students report that they have visited a college campus.</p> <p>71% of students report that they have an idea of what I want to major in when I go to college.</p>
<p><b>Measure:</b> 95% of students will be able to identify a career cluster of interest at the end of their sophomore year beginning with the class of 2023.</p>	<p><b>Met</b></p>	<p><b>100% of students identified a career cluster by the end of their sophomore year.</b> Through guidance and advising sessions, students in the Class of 2023 were placed in self-selected degree pathways (Liberal Arts Transfer, Criminal Justice Transfer, Business Administration Transfer, Chemistry Transfer, Social Sciences Transfer and Media</p>

		Arts) based on career clusters of interest.
<p><b>Objective: NHCSB will offer rigorous curricula with personalized instruction and support, enabling all scholars to enroll in college courses at multiple entry points.</b></p>		
<p><b>Measure:</b> Each year, 100% of scholars and 80% of students with high needs, which includes students with disabilities, ELs, or economically disadvantaged students, will enroll and earn credits from one or more college courses prior to graduating high school.</p>	<p><b>Met</b></p>	<p>100% of NHCSB scholars enrolled in one or more college courses prior to graduation, 100% of them were students with special needs.</p> <p>Data gathered from the early college office via our college partners Massasoit Community College and Bridgewater State University.</p>
<p><b>Measure:</b> By the end of each year, 50% of high school graduates, and 25% of students with high needs, which includes ELs, students with disabilities, or economically disadvantaged students, will earn 60 college credits or an associate degree.</p>	<p><b>Met</b></p>	<p>51% of our 2021-22 graduating class earned over 5500 credits, at a savings of over \$1.1million. 37% of them were students with high needs.</p>
<p><b>Objective: NHCSB will implement extensive, data-informed professional development to support and engage all staff, scholars and community members in our model.</b></p>		



<p><b>Measure:</b> 100% of NHCSB teachers will participate in 15 days of targeted Professional Development during the summer and school year and an additional 2 hours of PD per week to increase instructional rigor, student engagement, and student access to learning.</p>	<p><b>Met</b></p>	<p>We rented a hall to hold PD over the summer for two weeks. During the PD, we emphasized building relationships with students and preparing for the first few weeks of school. In total, NHCSB teachers and support staff received 15 days of professional development in the summer and 2 hours of additional PD during the week.</p> <p>Linked here is the schedule of events for the summer retreat: <a href="#">Schedule</a>  Linked here is the yearly PD schedule: <a href="#">Schedule</a></p>
<p><b>Measure:</b> Based on the lowest baseline data from each Fall MAP testing, the district will see a 5% increase in MAP RIT scores in all subject areas by the end of the charter term.</p>	<p><b>Not Met</b></p>	<p>This measure is a five-year measurement and will be met by the 2026 school year or the end of our 2nd charter term. Math RIT Scores increased by 5.99% from Fall to Spring. Reading RIT scores decrease by 0.56% over that time period.</p>

\*Add rows as necessary

## Dissemination

	<b>2021-22 Performance (Met/Not Met)</b>	<b>Evidence</b> (include detailed evidence with supporting data or examples)
<b>Objective: NHCSB will establish best practices, identify a partner, and develop a collaborative partnership with a district. NHCSB will also share best practices through panels and conferences.</b>		
<b>Measure:</b> New Heights will work with 3 Massachusetts high schools to develop Early College Models within their buildings.	<b>Met</b>	New Heights worked with two districts (Veritas and Brockton) and the proposed Innovators Charter School) to share expertise and experience in the development of early college models in their schools.
<b>Measure:</b> NHCSB will serve as an incubator for early college design in the state of Massachusetts and beyond. In the second charter term, NCHSB staff will present at three conferences or forums in MA and at 2 outside of MA.	<b>Not Met</b>	This measure is spread over a five-year charter term. Staff attended conferences and presented at two local conferences on early college and ESL and attended one conference outside of MA (RTI International in North Carolina) to share our model.

**APPENDIX B: Recruitment and Retention Plan Template**

***RECRUITMENT PLAN 2022-23***

### 2021-22 Implementation Summary:

**Narrative:** It was difficult to recruit new students to our school for the 2021-2022 school year specifically due to COVID. We attempted some new recruitment activities, like posting a billboard on the major highway but were unable to use our grassroots campaign efforts. Many local businesses were closed during the summer or limited visitors, so we were unable to hand out fliers or talk to families in the community. As a direct result, our sixth-grade class was the smallest incoming class we have had to date with only 88 students. Fortunately, we were able to use culture events, athletic programming, and other recruitment strategies to fill seats in the rising seventh for the upcoming year. Currently, we have a waitlist for all grades except 11th and 12th.

**Context for subgroup enrollment figures:** NHCSB worked to quickly identify English Language Learners and Students with Disabilities this year, which resulted in a small increase to the latter and a larger increase to the former student population in our school. Our recruitment team worked in tandem with student services to ensure that staff supported recruitment events and spoke to programming that served all students across the learning curriculum. It is this specific recruitment strategy that we believe will finally address the comparison index for all student subgroups for the October 2022 SIMS. Over our first six years, New Heights successfully closed recruitment and retention gaps for all subgroups except for this year in the category of Students with Disabilities. We believe this was due in part to COVID-19 impacting recruitment and believe that our numbers will meet comparison index and growth narrowing projections for next fall. The flyer below was used for the 2021-22 recruitment cycle. Please note that all four languages, plus English, are below to ensure NHCSB meets state translation requirements. This flyer was sent through a direct mailing house to all age-eligible households in our region.



# NOW ENROLLING!



NHCSB welcomes students in grades 6-12 from Brockton, Randolph, Taunton and surrounding communities. We have partnered with Massasoit Community College to provide our students with a FREE early college experience starting in 9th grade.

## STILL ACCEPTING APPLICATIONS! APPLY NOW!

### **EVERY STUDENT HAS THE OPPORTUNITY TO EARN A MINIMUM OF 12 COLLEGE CREDITS FOR FREE!**

NHCSB Sirve a estudiantis en los grados 6-12 de Brockton, Randolph, Taunton y las comunidades circundante. Este otoño inscribiremos estudiantis de a los grados 6-11.

Nos somos asiados con Massasiot Community College para proporcionar a nuestros estudiantis una experiencia universitaria temprana GRATUITA a partir del novena grado. Venga a nuestra casa abirta para aprender más!

**Todavía estamos aceptando solicitudes, por favor aplique ahora!**

NHCSB atende alunos das classes 6 a 12 de Brockton, Randolph, Taunton e comunidades vizinhas. Neste outono, matricularemos os alunos das series 6 a 11.

Estabelecemos uma parceria com Massasoit Community College para proporcionar aos nossos alunos uma experiência GRATUITA noinicio da faculdade, começando na 9 série.

**Ainda estamos aceitando inscrições, inscreva-se agora!**

NHCSB sèvi elèv ki nan klas 6-12 ki soti nan Brockton, Randolph, Taunton, ak kominote yo ki antoure. Otòn sa a nou pral enskri elèv k ap antre nan klas 6-11.

Nou te fè patenarya ak Massasoit Community College pou bay elèv nou yo yon eksperyans GRATIS bone nan kolèj kòmanse nan klas 9yèm ane.

**Nou toutou ap pran aplikasyon, tanpri aplike kounye a!**

“NHCSB ta recebe alunos de 6° - 12° ano de escolaridad de Brockton, Randolph, Taunton e esh otros comunidades vizinhas.

Nô tem um parceria ma Massasoit Community College pa podê dá nosh alunos um experiência grátis de universidad que ta comçá na 9° ano.

**Ainda nu sta aceita aplicação, applica agora!**

We value diversity and inclusion in all of our programming. We include services for English Language Learners and students on IEPs and 504s.

For information contact [Locasio@nhcsb.org](mailto:Locasio@nhcsb.org) or [Lpires@nhcsb.org](mailto:Lpires@nhcsb.org)

**NHCSB.ORG**

Apply at [newheightscharterschool.com](http://newheightscharterschool.com)

NEW HEIGHTS CHARTER SCHOOL 1690 MAIN ST. BROCKTON, MA 02301 508-857-5721 NHCSB.ORG

General Recruitment Activities for 2022-23:

**To provide students and family the opportunity to learn about NHCSB's mission to offer all students in grades 6-12 the opportunity to learn and enroll in college courses during high school years**

**GOALS & OBJECTIVES:**

**To develop relationships in the communities (Brockton, Taunton, Randolph) for ongoing partnerships and recruitment pool efforts**

**To recruit and enroll students from diverse backgrounds to reflect the demographic of the communities served**

**To recruit 5% over the recruitment goal**

**To get more parents involved with recruitment and retention efforts to encourage school pride and team bond**

**Ensure that ALL recruitment materials are translated into Cape Verdean Creole, Haitian Creole, Portuguese, Spanish, and English. When possible, bring a member of NHCSB staff to events to assist with translation.**

**1. April-May: Get Acquainted/Develop Recruitment Strategies**

**Acquaint with staff, students and administrators; Understand the school's mission, vision, and culture; Review recruitment material and website; Learn and understand the application processes and software; Speak to students to get an idea as to how and where they learned about the school, inquire about their connections to the school and the community; Attend lottery meetings and New Student Acceptance Day; Search upcoming community events (Brockton, Taunton, Randolph, etc); Tour MCC and shadow staff to get an understanding about the Early College and dual enrollment process (at MCC and NHCS campus); Reach out to community organizations, including churches, to determine potential partnership, upcoming events, and to drop off recruitment material; Solicit office space for outreach purposes, if possible; Begin developing partnerships; Create calendar of events**

**2. June-August: Finalize Fall Recruitment**

**Finalize fall recruitment: Meet with students and parents to collect missing docs, facilitate Open Houses, assist with student registration; Attend community events, conduct community outreach, develop partnerships, plan new school year events (Welcome Back, multicultural days, alumni day, holiday celebrations, etc) - *be present in the community***

**3. September-October: Annual Performance Reports (APRs)**

**Collect, develop, and execute performance reports, as necessary; Attend community events, office hours, execute back to school activities/events**

**4. November-December: Holiday Outreach**

**Update recruitment materials (flyers, etc), create videos, update social media, as needed; Forward/drop off recruitment materials to community partners; Send out holiday cards, etc.; Review retention status & replacement needs**

**5. January-February: Increase Recruitment Efforts (be present in the community)**

**Attend community events, develop new relationships, schedule meetings in the community, conduct Open Houses**

**6. March-April: Follow-Ups**

**Follow-up with applicants, request missing documents, update lottery information (dates, etc); conduct community outreach; Update outreach materials, as needed**

**Data Collection:**

**Create and maintain spreadsheets, as necessary (number of apps for each grade, demographics, etc); use enrollment data to access recruitment & enrollment trends; maintain community outreach information (who, what, when, where why); Access and analyze retention status**

**Measurements/Data Analysis: Run & Analyze Reports**

**Review Strategic Plan on-going to ensure goals and objectives are being met; make edits, as needed; Run and analyze enrollment, retention reports (excel, etc), as necessary**

**Recruitment Plan – 2022-23 Strategies**

**List strategies for recruitment activities for each demographic group.**

**Special education students/students with disabilities**

**(a) CHART data**

**School percentage:**  
9.3%

**GNT percentage:**  
10%

**CI percentage:**  
12.9

The school is **below** GNT percentages and **below** CI percentages

**(b) Continued 2021-22 Strategies**

Met GNT/CI: no enhanced/additional strategies needed

NHCSB added paraprofessionals to each classroom to provide added support to students who receive special education services. NHCSB also has shaped its special education model to allow special education teachers access to selected student’s college courses. These additions are advertised during open houses and enrollment sessions.

**(c) 2022-23 Additional Strategy(ies), if needed**

X Additional Strategies Required:

- As part of the recruitment process, our recruitment coordinator is emphasizing the supports available for students and families of students with learning disabilities the events she is attending in the community
- During open house and enrollment sessions, our Assistant Director of Student Services is in attendance to address any parent concerns regarding enrolling students with disabilities.
- Parents who indicate that their child has an IEP or learning disability will set up a meeting with the Recruitment and Enrollment Coordinator and the Assistant Director of Student Services to discuss the best way to support that student should they choose to enroll at NCHSB.

**Limited English-proficient students/English learners**

**(b) Continued 2021-22 Strategies**

Met GNT/CI: no enhanced/additional strategies needed

New Heights identified a new Director of Student Services who will work closely with the Director of EL Services to ensure the following recruitment standards are met:

1. The Student Services Department is working with our marketing team to develop English Language specific content to drive interested students and families to our schools.
2. Our website page for EL students are being updated to include new services, including a new afterschool Title III program to bridge learning opportunities for EL students.
3. Our Early College team is working closely with our student services team to draw attention to the number of opportunities for EL students to earn college credit through our partnership with Massasoit Community College.

The Student Services Team will hold zoom information sessions to address family questions and concerns. Multiple staff who speak our

**Recruitment Plan – 2022-23 Strategies**  
**List strategies for recruitment activities for each demographic group.**

<p><b>(a) CHART data</b></p> <p>School percentage: 14.7</p> <p>GNT percentage: 7.6</p> <p>CI percentage: 11.9%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>primary languages, including several dialects of Cape Verdean Creole (such as Kriolu) will be present to translate.</p> <p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p>X No new strategies needed.</p>
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Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)

**(b) Continued 2021-22 Strategies**

Met GNT/CI: no enhanced/additional strategies needed

Strategy 1: Student Services: New Heights will continue to advertise our extensive student services support via Parent Meetings or Prospective Student Site Visits. These services include mental counseling, partnerships with local agencies (such as YouthWorks) and medical support groups (including visiting dental and vision specialists), laundry, and nutrition programming, such as CEP enrollment.

Strategy 2: Direct Marketing: In our first four years of student recruitment, New Heights relied heavily upon a direct marketing agency to send out mailers about our school in our four primary languages. We learned from families who attended our Open Houses that the mailer was rarely the reason they knew about our school, and it was more likely word-of-mouth that influenced their decision to visit. For our 2019-20 recruitment season, New Heights will employ a marketing firm with experience working on student recruitment with charter schools in Massachusetts to help us to create materials that will target specific student populations. This organization will revamp our website and our media presence, ensuring our message is clear and reaches all corners of our district.

Strategy 3: Door-to-Door Campaign: During the preoperational recruitment period prior to New Heights’ first year, our team went door-to-door in our three districts, focusing specifically on housing projects and



<b>Recruitment Plan – 2022-23 Strategies</b>	
<b>List strategies for recruitment activities for each demographic group.</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 64.2%</p> <p><b>GNT percentage:</b> 54.9%</p> <p><b>CI percentage:</b> 60.6%</p> <p>The school is above GNT percentages and above CI percentages</p>	<p>low-income neighborhoods – particularly the businesses in these neighborhoods. Our staff brought the New Heights’ message to prospective students and families and, as a result, over 900 students completed applications to attend our school. During the 2019-20 recruitment season, New Heights staff will once again visit housing projects in our primary districts as well as businesses in low-income neighborhoods including hair salons, laundromats, and supermarkets. We believe these three strategies – holding Open Houses, creating a professional marketing campaign including materials to reach out to prospective families, and a door-to-door approach – will increase our recruitment of low-income students, as well as increase our presence in the community.</p>
	<p><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> No new strategies needed.</p>
<p><u>Students who are sub-proficient</u></p>	<p style="text-align: center;"><b>(d) Continued 2021-22 Strategies</b></p> <p><b>Goal:</b> We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p><b>Strategy 1:</b> Attend meetings at schools, when invited, to encourage students who may be sub-proficient to consider the smaller learning environment at NHCSB, our “Academic Boot Camp” offered in the Lower School, in addition to our Summer Bridge program, all designed to bring students to proficiency and prepare them for the next steps.</p> <p><b>Strategy 2:</b> We will include descriptions of our programming as it relates specifically to increasing proficiency, from the use of double-blocked English and Math to the inclusion of developmental courses at MCC.</p> <p style="text-align: center;"><b>2022-23 Additional Strategy(ies), if needed</b></p> <p><input checked="" type="radio"/> No new strategies needed.</p>

<b>Recruitment Plan – 2022-23 Strategies</b>	
<b>List strategies for recruitment activities for each demographic group.</b>	
<p style="text-align: center;"><u>Students at risk of dropping out of school</u></p>	<p style="text-align: center;"><b>(e) Continued 2021-22 Strategies</b></p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p><b>Strategy 1:</b> Early College was originally envisioned as a dropout prevention tool. In our promotional materials, and throughout our public appearances we will remind students that attending NHCS means the opportunity to pursue courses of interest in college. We will focus on what makes us different from “traditional” public schools, emphasizing our wraparound services.</p> <p>We do not believe new strategies are required per early identification of academic or social/emotional needs however, for the 2020-21 school year New Heights is bringing a full-time Associate Principal of Enrollment and Recruitment and a second full-time Guidance Counselor to support recruitment and retention efforts.</p> <p style="text-align: center;"><b>2022-23 Additional Strategy(ies), if needed</b></p> <p>No New Strategies Needed</p>
<p style="text-align: center;"><u>Students who have dropped out of school</u> <u>*Only schools serving students who are 16 and older</u></p>	<p style="text-align: center;"><b>(f) Continued 2021-22 Strategies</b></p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p><b>Strategy 1:</b> Drawing from our extensive background in Alternative Education programs, we will canvass local hangouts, parks, and community centers to talk to dropouts about re-enrolling at NHCS. We will focus on our college access and completion mission.</p> <p><b>Strategy 2:</b> We will work with community groups’ families with the dropout population in our region to serve as referral agencies to NHCS, again leveraging relationships already in place due to our history in Alternative Education.</p> <p style="text-align: center;"><b>2021-2022 Additional Strategy(ies), if needed</b></p> <p>No additional strategies required at this time. New Heights has not yet enrolled a student who previously dropped-out of school. In the event this does happen, our Student Services team will work with the student to ensure they are enrolled.</p>

<b>Recruitment Plan – 2022-23 Strategies</b>	
<b>List strategies for recruitment activities for each demographic group.</b>	
	<p><b>2022-23 Additional Strategy(ies), if needed</b></p> <p>No New Strategies Needed.</p>
<p><b>OPTIONAL<sup>2</sup></b>  <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p style="text-align: center;"><b>(g) Continued 2021-22 Strategies</b></p> <p>Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.</p> <p><b>Strategy 1:</b> We have been told that students who are not interested in attending college, perhaps for whom high school graduation is sufficient, may be discouraged from applying.</p> <p><b>Strategy 2:</b> We will clarify that our mission is to PREPARE students for college by removing barriers implicit to developmental education requirements.</p> <p><b>Strategy 3:</b> We will also remind students that the college courses are free and will be taken in place of “traditional” high school classes.</p> <p><b>Strategy 4:</b> We will work to assuage concerns about whether college is the “right path” for students in this category, both with concerned students as well as their families.</p> <p style="text-align: center;"><b>2022-23 Additional Strategy(ies), if needed</b></p> <p>No New Strategies Required.</p>

***RETENTION PLAN 2022-23***

**2020-21 Implementation Summary:** In the past, students reported leaving NHCSB for specific reasons including a lack of extracurricular activities (students are choosing to attend their local high schools in favor of more school sports), students’ inability to attend college courses due to academic or behavioral deficiencies, and finally, the rigidity of our behavioral

<sup>2</sup> Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

system. Although a majority of the 2020-2021 school year was spent remotely, NHCSB added some key changes to improve student retention. We are proud that our school nearly made our retention goal of xx%. During the month of June, our Outreach Workers and student Interns made phone calls to the current eighth grade class to discuss feedback with families. Of 118 eighth grade students, 108 students answered positively and intend to return to New Heights in Fall 2022 for high school. Informal questioning suggests that the growth and success of our athletics program, especially the Boys and Girls Varsity Basketball team contributed to the retention of our students for high school. To make college more visible and attainable at our school, we requested courses from Massasoit and Bridgewater State University that did not require a prerequisite. For the first time in our history, we were able to enroll over 50 ninth graders in at least one college class per semester and enrolled every single one of our tenth graders in college credit-bearing courses, like Radio Podcasting, Movement for Acting and Astronomy, depending on their placement. Varying our course offerings allowed more of our current high schoolers the opportunity and access to the college experience. Finally, we were able to bring back certain traditions that were canceled over the last two years due to COVID. Our high schoolers were able to celebrate with their peers at in-person events such as, Homecoming, Jr/Sr Prom, and Graduation. Our Middle Schoolers were brought together during our Annual Thanksgiving Staff v Students Basketball Game, Honor Roll Celebrations, and a Flag Football Awards Ceremony. In the coming year, NHCSB hopes to continue to increase student retention through various targeted strategies as mentioned below:

**Athletics Program:** In the 2022-2023 school year NHCSB will enhance our athletics Department to incorporate feedback given by students. This year, Track and Field was added to our programming. This summer, we will be partnering with Cardinal Spellman and local Pop Warner teams to offer football for interested students. We are also looking to offer golf, gymnastics, and volleyball based on student interest.

**Rethinking Discipline:** Because we have seen a significant decline in suspension numbers and an increase in student motivation and connectedness, New Heights Charter School will continue to implement our Rethinking Discipline plan. This summer, Deans of Students and Culture Coordinators will be formally trained to use Restorative Practice to support student accountability and promote a safe and equitable learning environment for all students. Administrators plan to work with our experienced teachers during the summer to review and edit the “Teacher Toolbox.” Grade-level teams will be supported to implement developmentally appropriate positive behavioral intervention systems to teach prosocial behaviors through immediate, consistent feedback and praise. In the classroom, teachers will set, clarify, and reinforce clear expectations for a scholar’s success. If a scholar does not meet the expectations of the classroom, they can expect the teacher to take the time, when appropriate, to determine what the scholar needs to be successful in class. This may require a collaboration between teachers, parents, and support staff.

**Professional Development:** The Principal and Associate Principals will work this summer to develop an instructional strategic plan, which will have the goal to increase student mastery of

math and ELA skills overall. Teachers will be trained to deliver high-quality, differentiated, culturally and linguistically affirming instruction in every classroom each day. This will begin with introduction of a common Instructional Framework and Tier 1 instruction. Leaders will develop a coaching menu to help support the teacher's professional development of effective teaching practice. The Evaluation process and Instructional Rounds data will be connected to specific look-fors to provide a clear and consistent model for instruction throughout the building. Teachers will work together with an Instructional Coach to implement new strategies and receive specific feedback frequently. By June 2023, 100% of returning Teachers will earn a rating of Proficient on Standard I and/or II of the Summative Evaluation and will have shown significant improvement in at least two of four key areas of classroom instruction. It is our hope that through focused and targeted professional development for teachers, we will begin to see growth in the confidence of our learners.

**Overall Student Retention Goal**

*The overall student retention goal rate may be determined based on the school's past retention rates, the sending district(s) retention rate(s), and the supports the school implements to increase student retention.*

<b>Annual goal for student retention (percentage):</b>	90%
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**Retention Plan – 2022-23 Strategies**

**List strategies for retention activities for each demographic group.**

**Special education students/students with disabilities**

**(b) Continued 2021-22 Strategies**

Below third quartile: no enhanced/additional strategies needed

Strategy 1: Each student that receives special education services continues to have a case manager that supports the implementation of goals, regularly communicates with guardians, and collaborates with general education teachers and other school professionals. For the 2021-2022 school year New Heights has added the addition of paraprofessionals across classrooms to increase support for differentiation and individualization of student learning experience.

**Retention Plan – 2022-23 Strategies**  
**List strategies for retention activities for each demographic group.**

<p><b><u>(a) CHART data</u></b></p> <p><b>School percentage:</b>  <span style="background-color: yellow;">10.4%</span></p> <p><b>Third Quartile:</b> <span style="background-color: yellow;">11.5%</span></p> <p>The school’s attrition rate is <span style="background-color: yellow;">below</span> third quartile percentages.</p>	<p>Strategy 2: A group of special education teachers and general education teachers will attend a co-teaching professional development to support progress in the development of co-teaching practices. These teachers will serve as models for the school in supporting differentiation to better support special education scholars.</p> <p>Strategy 3: Special education teachers will support students in their early college classes to provide an added layer of support for scholars to access the college environment.</p> <p>The district will establish benchmark data for Strategy 1 by the 4th week of school to align with MAP testing. Progress of goals will continue with the Office of Data &amp; Accountability in collaboration with the special education instructional team approximately 20 and 32 weeks in conjunction with the schedule for MAP testing.</p>
<p align="center"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> We are below the third quartile, no additional strategies required.</p>	

**Limited English-proficient students/English learners**

<p align="center"><b>(b) Continued 2021-22 Strategies</b></p> <p><input type="checkbox"/> Below third quartile: no enhanced/additional strategies needed.</p> <p>Strategy 1: Retain and hire bilingual staff. Adding an additional ESL teacher to our staff</p> <p>Strategy 2: Offer our LEP families more resources (i.e., informational flyers about the benefits of bilingualism, classes and/or information sessions for LEP parents after school, MLL Parent Advisory Council meetings, free immigration counseling, adult ESL classes)</p> <p>Strategy 3: Hang the Benefits of Bilingualism posters around school</p> <p>Strategy 4: Have a Multicultural Dress Down Day for students</p>
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<b>Retention Plan – 2022-23 Strategies</b>	
<b>List strategies for retention activities for each demographic group.</b>	
<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 11.8%</p> <p><b>Third Quartile:</b> 15.9%</p> <p>The school’s attrition rate is below third quartile percentages.</p>	<p>Strategy 5: Distribute informational flyers at local organizations (i.e., local daycares, the YMCA, the Boys and Girls Club, the Family Center, dance schools, restaurants, etc.)</p>
	<p style="text-align: center;"><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> We are below the third quartile, no additional strategies required.</p>

Students eligible for free or reduced lunch (low income/economically disadvantaged)

<p><b>(a) CHART data</b></p> <p><b>School percentage:</b> 7.4%</p> <p><b>Third Quartile:</b> 12.7%</p> <p>The school's attrition rate is below third quartile percentages.</p>	<p><b>(b) Continued 2021-22 Strategies</b></p> <p>Strategy 1: New Heights is committed to retaining our economically disadvantaged students. We will institute an exit interview process with the Director of Guidance and Recruitment starting in the fall of 2020 to help retain our students. In the past, these interviews (done informally) yielded a wealth of information.</p> <p>Strategy 2: All high school students at New Heights will be assigned to a Guidance Counselor who will support academic planning while at New Heights and beyond. Each counselor will consistently monitor, and revise student graduation plans and communicate with parents and families regarding their students' progress and growth throughout the school year. The Guidance team will develop group and individual counseling sessions and interventions to support all students in the classroom. Interventions will be communicated to all families through a link on our website, phone calls, and monthly newsletters.</p> <p>Strategy 3: The NCHSB middle school environment is an incredibly supportive and nurturing place for new sixth graders and our returning seventh and eighth graders to prepare themselves for high school. In an effort to present our middle school students with increased opportunities, NCHSB focused on several key strategies to retain all middle school students, particularly those who are economically disadvantaged, including: increasing access to high quality teaching and learning (supported by targeted PD for NHCSB staff) as well as a focus on reducing financial barriers to opportunities by providing free after school tutoring along with free universal breakfast survived before and after the bell. Finally, all middle school students were offered free field trips to college campuses and NHCSB sponsored college representatives to visit with middle school students. During the 2021-22 school year, NCHSB will begin offering middle school students access to Naviance to help develop academic and career goals.</p> <p><b>(c) 2022-23 Additional Strategy(ies), if needed</b></p> <p><input type="checkbox"/> We are below third quartile, no additional strategies required.</p>
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<p><u>Students who are sub-proficient</u></p>	<p align="center"><b>(d) Continued 2021-22 Strategies</b></p> <p><b>Strategy 1:</b> Small advisory groups are built into every morning and later afternoon to support student’s academic and social/emotional learning.</p> <p><b>Strategy 2:</b> Students’ academic schedules include double blocking in math and English, to ensure deep and rich understanding.</p> <p><b>Strategy 3:</b> All students complete Massasoit’s Developmental Course sequence to ensure they meet college ready academic standards (in addition to the reinforcement of academic skills learned in high school)</p>
<p><u>Students at risk of dropping out of school</u></p>	<ul style="list-style-type: none"> <li>● <b>Strategy 1:</b> SummerBridge for rising ninth graders included the development of proposals to have more “ownership” over our school including the development of a school store (student-driven business plan), murals painted onto our walls conceived of and executed by students, a lending library, and more picnic benches in front of the school to make our outside more attractive to passersby and give students a place to hang-out.</li> <li>● <b>Strategy 2:</b> Build a college-going and safe/supportive culture that will include cultivating personal relationships with students and their families. Through these relationships we will know our students and we will have the tools we need to be proactive rather than reactive to meet the individual needs of all students.</li> <li>● <b>Strategy 3:</b> Introduce college coursework as soon as the student is ready, not when the school is ready. At NHCSB, college courses are the proverbial “carrot” for students who may drop out of a more traditional setting. They are promoted in our model when they are deemed ready by Massasoit’s standards, whether in 11<sup>th</sup> grade or 8<sup>th</sup>, as was the case with several students during the 2017-18 school year.</li> </ul>
<p><u>Students who have dropped out of school</u> *Only schools serving students who are 16 and older</p>	<p align="center"><b>(f) Continued 2020-2021 Strategies</b></p> <p>Due to our expanding school culture and “We Go to College” mindset as well as the efforts we put into developing personal relationships with our students, exposing students early to college opportunities, we expect that we will have few students choosing to drop out of NHCSB. However, we will continue to work with students at-risk of dropping out as well as supporting students who drop-out to find an institution better suited to their individual needs</p>

	or future plans.
<p><b>OPTIONAL<sup>3</sup></b>  <u>Other groups of students who should be targeted to eliminate the achievement gap</u></p>	<p><b>(g) Continued 2021-22 Strategies</b>  The NHCSB key design elements, recruitment and retention model, our staffing plan, and our “culture” all point to NHCSB specifically targeting all subgroups of students, working to eliminate the achievement gap and provide ALL students with access to postsecondary education opportunities.</p>

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<sup>3</sup> Perhaps consider students and families who may experience access, opportunity, and achievement gaps due to the historical inequities based on race, ethnicity, gender, education level, immigration status, or sexual orientation.

## APPENDIX C: School and Student Data Tables

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

[New Heights Demographic Enrollment data link](#)

<b>STUDENT RACE AND ETHNICITY AND SELECTED POPULATIONS 2021-22 SCHOOL YEAR</b>	
<b>Race/Ethnicity</b>	<b>% Of School</b>
African American	88.8
Asian	0.5
Hispanic	6.6
Native American	0.1
White	1.6
Native Hawaiian, Pacific Islander	0.1
Multi-race, non-Hispanic	2.2
<b>Selected Populations</b>	<b>% Of School</b>
First Language not English	20.6
English Learner	14.7
Low-income	64.2
Students With Disabilities	9.3
High Needs	74.2

<b>ADMINISTRATIVE ROSTER FOR THE 2020-2021 SCHOOL YEAR</b>			
<b>Name, Title</b>	<b>Brief Job Description</b>	<b>Start date</b>	<b>End date (If no longer employed at the school)</b>
Omari Walker Executive Director	Omari oversees the entire NHCSB operation, works directly with the NHCSB Board, supports fundraising and grant attainment activities, and provides leadership to the Head of School	Founding member	n/a
Dr. Jess Geier Director of Special Projects	Jess supports the ELT with special projects ranging from grant applications to tiered monitoring, renewal, and annual reporting.	Founding Member	n/a

Meagan Tracey Assistant Executive Director	Meagan supports the Executive Director in an operational capacity including managing the central office.	May 25, 2016	n/a
Sophia Stepney Principal	Sophia is responsible overseeing guidance, enrollment, and student life	May 19, 2016	n/a
Nancy Hait Associate Principal of Curriculum and Instruction	Nancy oversees the schools' assessment, professional development, creation of curriculum/alignment for all grades.	July 1, 2020	May 4, 2022
Ann Knapp Director of Student Services	Ann oversees the Special Education Program and ESL program at NHCSB.	July 1, 2021	June 30, 2022
Kimberly Frisoli Dean of Special Education	Kim oversees the Special Education Program at NHCSB.	June 28, 2016	n/a
Shana Silva Dean of ESL	Shana oversees the English Language Learners Program at NHCSB.	May 1, 2017	n/a
Tamara Peeples- Mbengue Middle School Dean of Students	Tamara is responsible for upholding our school culture as well as handling student discipline for the lower grades.	October 19, 2020	June 30, 2022
Keenon Cunningham Dean of Students	Keenon is responsible for upholding our school culture as well as handling student discipline for the lower grades.	July 27, 2016	n/a
Akeem Lloyd High School Dean of Students	Laurie is responsible for upholding our school culture as well as handling student discipline for the high school.	August 14, 2017	n/a
Timothy Chin Director of Operations	Tim is responsible for overseeing the management of the building facilities, safety planning, and central office management.	July 1, 2020	n/a

Meagan Hatanaka Early College Dean	Meagan is responsible for supporting the design work of History and ELA curriculum, evaluating all History and ELA teachers at the Early College level, and supporting the development of instructional assessments.	August 14, 2017	n/a
Donna Moran Dean of Instruction: Math	Donna is responsible for supporting the design work of the Math curriculum, evaluating all Math teachers at the middle and high school levels, and supporting the development of instructional assessments.	October 1, 2020	n/a
Suzanne Graham Director of Business & Finance	Suzanne manages the functions of the business office including budget, accounts receivable, and contracts as well as Human resources.	March 4, 2019	May 13, 2022
William Libby Director of HR	Will supports the business office and Human Resources	August 10, 2020	n/a
Rose Director of Data and Accountability	Rose oversees assessment scheduling and data analysis for the school	August 15, 2021	May 31, 2022
Jorge Vega Director of IT	Jorge oversees all technology use, safety, and training.	November 29, 2021	

<b>TEACHERS AND STAFF ATTRITION FOR THE 2021-22 SCHOOL YEAR</b>				
	<b>Number as of the last day of the 2021-22 school year</b>	<b>Departures during the 2021-22 school year</b>	<b>Departures at the end of the school year</b>	<b>Reason(s) for Departure*</b>
<b>Teachers</b>	61	8	8	termination, resignation, non-renewal
<b>Other Staff</b>	64	19	4	termination, resignation, non-renewal

\* Departures refer to an employee no longer working at the school or network. Departures should not include reassignment or transitions to other roles within school or network.

Reasons for departure may include, but not be limited to, the following:

- termination or non-renewal of employment contract, or
- the employee chose to end employment.

<b><i>BOARD AND COMMITTEE INFORMATION</i></b>	
Number of commissioners approved board members identified in the Board Member Management System <b>as of August 1, 2022</b>	<b>8</b>
Minimum number of board members in approved bylaws	6
Maximum number of board members in approved bylaws	15

Please insert the school's 2022-23 board of trustee and committee meeting schedules below.

<b>BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR</b>				
<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 (start and end date)</b>
Mike Sullivan	Chairman	Governance	2	1. Feb 2016-February 2018 2. February 2018-February 2021 3. February 2021-February 2024
Vinnie Marturano	Trustee	Governance Chair	2	1. February 2016-February 2019 2. February 2019-February 2022 3. February 2022-February 2025
Nicholas Christ	Treasurer	Finance	2	1. February 2016-February 2018 2. February 2018-February 2021 3. February 2021-February 2024
Ollie Spears	Trustee	Finance	2	1. February 2016-2017 2. February 2017-2020 3. February 2020-2023
Manny Daphnis	Vice Chair	Academic Chairman	2	1. February 2016-2018 2. February 2018-2021 3. February 2021-June 2022*
Kimberly ZouZoua	Trustee	Finance	1	1. May 2019-2020 2. May 2020-2023
Gregory Phillips	Trustee	Governance	1	1. May 2019-May 2022 2. May 2022-May 2025
	Trustee	Academic	1	

<b>BOARD MEMBERS FOR THE 2021-2022 SCHOOL YEAR</b>				
Steven Bernard				1. September 2018-September 2019 2. September 2019-September 2022 3. September 2022-September 2025
Graham Bengen	Trustee	Finance	1	1. September 2020- September 2021 2. September 2021-September 2024
Christina Alves	Trustee		1	1. September 2021-September 2022 2. September 2022-September 2025

<b>BOARD OF TRUSTEE MEETING SCHEDULE FOR THE 2021-2022 SCHOOL YEAR</b>	
<b>Date/Time</b>	<b>Location</b>
8-31-2021/5PM	1690 Main St Brockton, Ma/ Zoom
9-28-2021/ 5pm	1690 Main St Brockton, Ma/ Zoom
10-26-2021/ 5pm	1690 Main St Brockton, Ma/ Zoom
11-30-2021/ 5pm	1690 Main St Brockton, Ma/ Zoom
12-21-2021/ 5pm	1690 Main St Brockton, Ma/ Zoom
01-25-2022/ 5pm	1690 Main St Brockton, Ma/ Zoom
02-22-2022/ 5pm	1690 Main St Brockton, Ma/ Zoom
03-29-2022/ 5pm	1690 Main St Brockton, Ma/ Zoom
04-26-2022/ 5pm	1690 Main St Brockton, Ma/ Zoom
05-31-2022/ 5pm	1690 Main St Brockton, Ma/ Zoom
06-28-2022/ 5pm	1690 Main St Brockton, Ma/ Zoom

\* Add additional rows as needed

<b>COMMITTEE MEETING SCHEDULES FOR THE 2021-2022 SCHOOL YEAR</b>		
<b>Name of Committee</b>	<b>Date/Time</b>	<b>Location</b>
Finance Committee	8/30/21	1690 Main St Brockton, Ma



	10 AM	
Finance Committee	9/27/21 10 AM	1690 Main St Brockton, Ma
Finance Committee	10/25/21 10 AM	1690 Main St Brockton, Ma
Finance Committee	11/29/21 10 AM	1690 Main St Brockton, Ma
Finance Committee	12/20/21 10 AM	1690 Main St Brockton, Ma
Finance Committee	1/24/22 10 AM	1690 Main St Brockton, Ma
Finance Committee	2/21/22 10 AM	1690 Main St Brockton, Ma
Finance Committee	3/28/22 10 AM	1690 Main St Brockton, Ma
Finance Committee	4/25/22 10 AM	1690 Main St Brockton, Ma
Finance Committee	5/30/22 10 AM	1690 Main St Brockton, Ma
Finance Committee	6/27/22 10 AM	1690 Main St Brockton, Ma
Academic Excellence Committee	8-31-2021 11 AM	1690 Main St Brockton, Ma
Academic Excellence Committee	9-28-2021 11 AM	1690 Main St Brockton, Ma
Academic Excellence Committee	10-26-2021 11 AM	1690 Main St Brockton, Ma/ Zoom
Academic Excellence Committee	11-30-2021 11 AM	1690 Main St Brockton, Ma/ Zoom
Academic Excellence Committee	12-21-2021 11 AM	1690 Main St Brockton, Ma/ Zoom
Academic Excellence Committee	01-25-2022 11 AM	1690 Main St Brockton, Ma/ Zoom
Academic Excellence Committee	02-22-2022 11 AM	1690 Main St Brockton, Ma/ Zoom
Academic Excellence Committee	03-29-2022 11 AM	1690 Main St Brockton, Ma/ Zoom
Academic Excellence Committee	04-26-2022 11 AM	1690 Main St Brockton, Ma/ Zoom
Academic Excellence Committee	05-31-2022 11 AM	1690 Main St Brockton, Ma/ Zoom
Academic Excellence Committee	06-28-2022 11 AM	1690 Main St Brockton, Ma/ Zoom
Governance Committee	8-26-2021 12 PM	1690 Main St Brockton, Ma/ Zoom
Governance Committee	12-15-2021	

	12 PM	1690 Main St Brockton, Ma/ Zoom
Governance Committee	2-16-2022 12 PM	1690 Main St Brockton, Ma/ Zoom
Governance Committee	6-22-2022 12 PM	1690 Main St Brockton, Ma/ Zoom

**APPENDIX D: Additional Required Information**

<b>Position</b>	<b>Name</b>	<b>Email Address</b>	<b>No Change/ New/Open Position for School Year 2022-23</b>
Board of Trustees Chairperson	Michael Sullivan	<a href="mailto:msullivan@ashcroftlawfirm.com">msullivan@ashcroftlawfirm.com</a>	No Change
Charter School Leader	Omari Walker	<a href="mailto:owalker@nhcsb.org">owalker@nhcsb.org</a>	No Change
Assistant Charter School Leader	Jess Geier	<a href="mailto:jgeier@nhcsb.org">jgeier@nhcsb.org</a>	No Change
Special Education Director	Ann Knapp	<a href="mailto:aknapp@nhcsb.org">aknapp@nhcsb.org</a>	No Change
MCAS Test Coordinator	Kim Dolan	<a href="mailto:kdolan@nhcsb.org">kdolan@nhcsb.org</a>	No Change
SIMS Coordinator	Jorge Vega	<a href="mailto:jvega@nhcsb.org">jvega@nhcsb.org</a>	No Change
English Learner Program Director	Shana Silva	<a href="mailto:ssilva@nhcsb.org">ssilva@nhcsb.org</a>	No Change
School Business Official	Susan Graham	<a href="mailto:sgraham@nhcsb.org">sgraham@nhcsb.org</a>	Open
SIMS Contact	Sophia Stephney	<a href="mailto:sstephney@nhcsb.org">sstephney@nhcsb.org</a>	No Change
Admissions and Enrollment Coordinator	Lourdes Pires	<a href="mailto:lpires@nhcsb.org">lpires@nhcsb.org</a>	New

\*Add additional rows as necessary

***Facilities***

New Heights Charter School of Brockton is still located at 1690 Main Street, Brockton, MA. Our facilities have not moved.

***Enrollment***

<b>Action</b>	<b>2022-23 School Year Date(s)</b>
Student Application Deadline	March 3, 2023
Lottery	March 10, 2023

## **APPENDIX E: Conditions, Complaints, and Attachments**

### ***Conditions***

No conditions.

### ***Complaints***

The NHCSB Board received one official complaint submitted anonymously by a student. This student sought further clarification around a legal matter concerning another student. A small board committee, chaired by Judge Gregory Phillips was formed at the behest of Board Chairman Michael Sullivan to review the complaint and provide recommendations to the Board at the regularly scheduled May meeting. Judge Phillips spoke with several members of the staff and local law enforcement in addition to legal counsel and it was found that the school, and local police, acted appropriately under the circumstances. The matter was closed following a Board discussion during the regularly scheduled June meeting and the recommendation that a written response be sent to the complainant summarizing the Board's findings that no further action would be taken by the Board.