

New Heights Charter School of Brockton

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Submitted August 1, 2017

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# Introduction to the School

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| --- | --- | --- | --- |
| ***Name of School : New Heights Charter School of Brockton*** | | | |
| 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, Taunton, & Randolph |
| Year Opened | 2016 | Year(s) the Charter was Renewed  (if applicable) |  |
| Maximum Enrollment | 735 | Enrollment as of (**fill in the date**) | 420 as of July 25, 2017 |
| Chartered Grade Span | 6-12 | Current Grade Span | 6-8 (2016-17) |
| Number of Instructional Days per School Year | 180 (2016-17 only)  184 (2017-18+) | Students on Waitlist as of (**fill in the date**) | 90 students on  July 24, 2017 |
| School Hours | 7:40-3:30 (M-Th)  7:40-1:30 (Fri) | Age of School as of 2016-2017 School Year | 1 1 year old |
| Mission Statement: To Prepare All Students for College. Period. | | | |

# School Performance and Program Implementation

## Amendments to the Charter

Board approved (major) or Commissioner approved (minor) amendments requested by the school’s board of trustees during the 2016-2017 school year. Please explain any delay in implementing any recently granted amendment.

|  |  |  |
| --- | --- | --- |
| **Date** | **Amendment Requested** | **Pending or Approved?** |
| 5/10/16 | Approval of New Board Members | Approved |
| 5/12/16 | Bylaw Amendment | Approved |
| 8/22/16 | Expulsion Policy Approval | Approved |
| 8/29/16 | Calendar and School Site Approval | Approved |
| 12/8/16 | Enrollment Policy Approval | Approved |
| 6/27/17 | Accountability Plan Approval | Pending |
|  |  |  |

## Dissemination:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Best Practice Shared** | **Vehicle for Dissemination** (describe the method, format, or venue used to share best practices) | **Who at the school was involved with the dissemination efforts? (Title)** | **Criteria** that best aligns to the shared best practice (choose from the drop down menu) | **With whom** did the school disseminate its best practices? (Partners and Locations) | **Result of dissemination** (List any resulting artifacts, materials, agendas, or results from partners. Also indicate if the school received grant funding to disseminate and if a grant report was written.) |
| Early College Programming | Early College Conference | Executive Director Omari Walker  Dean Deanna Yameen, Massasoit Community College | Mission & Key Design Elements | Statewide audience invested in the work of Early College | Executive Director Walker provided the audience an overview of our program that lead to many conversations, both on site and in the weeks that followed, with schools interested in pursuing Early College models. |
| Early College | Early College Pathways Focus Group | Jessica Geier, Special Projects | Mission & Key Design Elements | DESE and schools connected to Early College Pathway development | Dr. Geier attended the focus group and shared her concerns (and unique program attributes) with attendees. This meeting led to an opportunity to provide feedback on the new Early College designation as well as meet with several staff members from Springfield to share best practice about college partnership development. |
| Early College Programming | Early College Conference | Executive Director Omari Walker  Dean Deanna Yameen, Massasoit Community College | Mission & Key Design Elements | Statewide audience invested in the work of Early College |  |
| Early College development and college partnerships | Early College Pathways Focus Group | Jessica Geier, Special Projects | Mission & Key Design Elements | DESE and schools connected to Early College Pathway development |  |
| Curriculum Development of ENGL 095 Course | Multiple meetings with staff and teachers | Meredith Morrison, Director of Curriculum and Instruction, Samantha Lazo, Dean of Humanities | Program Delivery | Massasoit Community College Faculty and Humanities Dean | Shared writing  rubric, course  syllabus,  and assessments. |
| Assessment Creation | Multiple meetings with teachers and administrators | Meredith Morrison, Director of Curriculum and Instruction, Samantha Lazo, Dean of Humanities, Arielle Zern, Dean of STEM | Program Delivery | Other Charter Schools | Currently in the  process of  solidifying an  assessment  partnership. |
| Curriculum Development | Multiple meetings with teachers and administrators | Meredith Morrison, Director of Curriculum and Instruction, Samantha Lazo, Dean of Humanities, Arielle Zern, Dean of STEM | Program Delivery | Other Charter Schools | Shared Unit Plans,  namely in ELA.  Best instructional  practices document,  Focus of Instruction documents,  and close reading  resources. |
| Professional Development | Multiple meetings with instructional administrators | Meredith Morrison, Director of Curriculum and Instruction | Capacity | Other MA Charter Schools | Templates and  organizers for PD  planning; “How  to Run Effective  PD checklist.” |

## Academic Program Success

## Student Performance

1. **Link to NHCSB’s Department School Report Card website:** <http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35130000&orgtypecode=5>
2. **Academic Progress: 2016-2017 student performance on internal or external assessments**

In addition to MCAS, NHCSB students take an initial diagnostic assessment in Math and ELA, and quarterly interim assessments in four content areas: math, English, Science, and History through the PowerSchool computer-based assessment platform.

During their first week of school, students took diagnostic assessments in Math and English. These initial assessments served multiple purposes for the NHCSB team:

1. Informed us as to each individual student’s literacy and numeracy skills.
2. Allowed for the Instructional Leadership team to modify or enhance curriculum.
3. Helped ensure that each student received the appropriate level of support and/or services.
4. Identified collective instructional focus areas, within content and grade level teams.

All interim assessments featured multiple choice and open-ended components aligned to the MA or Common Core focus standards and skills from that quarter. After each quarterly Interim Assessment administration, the school gathers for Data Day, during which we begin the day by viewing and discussing the current “State of the School.” Each grade level’s results are displayed, and the entire school analyzes trends, notes improvements, and suggests areas for remediation. As a school, we celebrate student or class growth, and we set priorities for the upcoming quarter. For the instructional team, the data informs best teaching practices, key trends in literacy and numeracy, and the overall rigor and effectiveness of our curriculum. From the teacher-level, the PowerSchool assessment module creates standard and item analysis wherein teachers unpack their students’ performance and create a “Data-Driven Plan.” This plan requires teachers to complete an item-by-item analysis to further unpack which specific standards and skills students mastered or did not master. Further, teachers identify at least 2 “big rocks” to remediate and then create a plan as to how they will do so (eg. review Do Nows, full re-teach lesson, homework.) Teachers submit their DDP to their coach a week after Data Day.

Due to internet, space, and personnel difficulties, the administration of the interim assessments varied greatly from quarter to quarter, and quarter 1 exams were given paper/pencil rather than online. When analyzing the results from the interim assessments, the inconsistent testing environment inevitably skewed or lessened the reliability to a certain degree. Additionally, our 6th grade students experienced a rise in class size from 26-27 during quarters 1 and 2, to 35-37 students in a class due to building restrictions. The Instructional Team is working over the summer to ensure proper and consistent testing environment and protocols for the 2017-18 school year in order to eliminate external factors.

Given that the 2016-17 was NHCSB’s first year in operation, we are viewing this year’s internal interim assessment data as a baseline from which we will continue to gauge our academic program’s success each year. The DCI is also working on solidifying partnerships with other charter schools in regards to interim assessments to allow for a larger point of comparison. The table below depicts the results from the final interim assessment given at the end of Quarter 4 (late June.) The IA4 exams, while including some content specific to the quarter, were more comprehensive, particularly in math and ELA due to the cyclical and building nature of those standards. The numbers below reveal the percentage of students who passed the exam with over a 60%.

*Table: Internal Interim Assessment 4 Data*

|  |  |  |  |
| --- | --- | --- | --- |
|  | **6th Grade** | **7th Grade** | **8th Grade** |
| **ELA** | 62.8% | 65.5% | 69.3% |
| **Science** | 68.3% | 71.9% | 67.9% |
| **Math** | 36.9% | 53.2% | 53.9% |
| **History** | 79.4% | 73.8% | 80.6% |

While we did not meet our goal of 80% of students demonstrate proficiency, the data provides the baseline from which we will compare each year moving forward. Furthermore, the data above reinforces the need to maintain the double block of Math and English as a majority of our students do not meet proficiency standards. The Instructional Team plans to integrate more cross-curricular practice, literacy, and numeracy across content areas to reinforce deeper-level critical thinking skills. During the annual August Beginning of Year week-long professional development retreat, the Instructional Team will present this data to the returning and new staff to ground ourselves in where we are and reminding ourselves of where we need to be. In September of this coming school year, 2017-18, the Instructional Team will compare our interim assessment data to our students’ MCAS data. This analysis will give ample feedback in regard to the rigor and relevancy of our internal assessments, and we plan to adjust and modify our assessments in order to best reflect the new Massachusetts Curriculum Frameworks in Math, ELA, and Science.

1. **Changes (implemented in the 2016-2017 school year) made to the school’s curriculum, instructional model, assessment methods, and/or supports for diverse learners.**

NHCSB’s students have the opportunity to begin taking college credit-bearing courses **beginning in the 10th grade.** In order to prepare our students for rigorous college-level coursework, our middle school (6-8) curriculum focuses on strengthening and solidifying foundational skills while simultaneously engaging students in various instructional methods: inquiry and project based learning, guided discovery, and seminars. NHCSB uses data to consistently inform our instruction as well as our curriculum.

To ensure the academic readiness for Massasoit Community College’s courses, both math and ELA are double blocked during the school day. The second math block provides students with individualized instruction through the utilization of the math program iReady. Initially, the intent of Math Lab period was for the teacher to utilize the data from his or her Math class to provide direct remediation. However, not all students necessarily struggled on the same standard or skill, so after quarter 2 we restructured the Math Lab period in order to provide students with more individualized instruction. Students took an adaptive diagnostic assessment wherein the program narrowed down the students’ strengths and areas of need based on a particular standard or skill. Students then worked through the program, at their individual pace and level. Additionally, it provided them with ample practice of doing math on a computer, which they will have to do for MCAS and MCC’s college math. After meeting with the Dean of STEM at MCC, the decision was made for the 2017-18 school year, 6-8 graders’ Math Lab will be using the math program ALEKS rather than iReady. This change reflects the dedication to the vertical alignment of our curriculum given that NHCSB 9th grade students will be taking MCC’s developmental math sequence through ALEKS, the same web-based program. Students will be able to familiarize themselves with the ALEKS platform in the middle school grades to ease the transition in high school. ALEKS also allows for teachers to assign students with more advanced work, or reassign a standard, skill, or topic to a student in order to confirm student mastery.

The second ELA class is a writing intensive course. The purpose of the separate writing class is to provide students with focused instruction on the craft of writing. The 2016-17 school year provided students with ample opportunities to engage in different forms of writing: narrative, argumentative, creative, poetry, memoir. Based on students’ writing, the focus of the writing class switched halfway through the year and teachers focused heavily on argumentative and research writing and incorporated opportunities for debate and seminar, aligning to CC speaking standards. NHCSB uses Achievement First’s comprehensive PBA (process-based assessment) writing rubric which breaks down strong argumentative writing into four main elements: Argument, Evidence, Language, and Process. Throughout the year, ELA teachers and the DCI met during common planning time for looking at student work meetings to norm on the rubric, discuss student writing strengths, and select a next focus based on the students’ writing. We discovered that the majority of our students were able to form an assertion aligned to a prompt and select connected textual evidence to prove their argument; however, the more nuanced strands, such as interpretation, required much more attention and direct instruction.

1. **Inclusion of 2016 Science and Technology/Engineering Standards:**

NHCSB is aware of the 2016 Science and Technology/Engineering Curriculum Framework changes as well as the recent revisions to the math and English language arts and literacy standards. The Instructional Team has already begun revising the scope and sequences of the core content courses, based on the 2016-17 assessment data, and teacher and student feedback. During the revision process, the DCI and Deans will ensure the alignment of the course to the new standards. The team will prioritize units from Quarter 1 and 2 during the summer and complete those by mid-October. Curricular updates to units in Quarter 3 and 4 will be complete by January (after winter break.) During the beginning of year retreat and subsequent professional development on Fridays and throughout the year, teachers will be exposed to the new standards and will receive extensive training on unpacking the standards and creating aligned bite-sized objectives. NHCSB has already informed PowerSchool regarding the curricular shifts and the extent in which their question bank will be updated to reflect the newer standards. For the 2016-17 school year, both History and Science had not been updated in their system, which posed challenges for test creation and data analysis.

E. **Social, emotional, and health needs of the student population**

The mission of New Heights Charter School (NHCSB) is to prepare all students for college. Period. While this may sound relatively easy given quality instruction and exemplar teaching strategies, New Heights students face unique obstacles, particularly with regard to their social/emotional development, including, but not limited to, peer pressure, social media influences, bullying (physical, emotional, cyber), relational aggression, difficult family dynamics, cultural differences, academic pressure and expectations, poverty, community violence, and mental health difficulties both diagnosed and undiagnosed. Each of these obstacles have the potential to make a goal such as preparing for college tremendously difficult to reach. The counseling department at New Heights Charter School is committed to providing individualized social/emotional support for each child in an effort to attain high achieving goals, while helping students to develop a sense of resiliency that enables them to persevere through inevitable challenging experiences.

**NHCSB Counseling Department Standards**

**H.E.I.G.H.T.S**

**Help:** The counseling department at NHCSB strives to help students navigate challenging situations, academic or personal, through the use of various therapeutic interventions and skill building techniques.

**Empathize and Empower:** The word empathy is defined as the ability to share and understand the feelings of another, and the counselors at New Heights are committed to doing just that. Empathizing with our students is critical in order to truly understand and validate their concerns. The counselors at New Heights strive to empower students to effectively advocate for themselves and navigate the challenges of adolescence in an independent and mature manner in preparation for their transition to college and adulthood.

**Insight and Understanding:** New Heights counselors are committed to helping students increase their insight and understanding of the ways in which their behavior and actions impact themselves and others. In so doing, we hope to assist students in developing a sense of personal responsibility and accountability.

**Goal Driven:** The counselors at New Heights encourage all students to create goals (personal, academic, and/or behaviorally based) and make small steps each day towards achieving them. Additionally, we utilize goal-based interventions to track progress, celebrate mastery, and identify a plan of action for continued needs areas of the students we serve.

**Honor Individuality:** From their personalities to their learning styles, each New Heights scholar brings a unique perspective, world view, and opinion to the building. New Heights counselors are committed to honoring those differences and working with each student to identify, explore, and embrace their true self.

**Teach New Skills:** The counselors at New Heights are committed to teaching skills pertaining to social interactions, conflict resolution, emotion regulation, distress tolerance, self-advocacy, among many others. Our goal is to increase students’ ability to resolve issues independently and navigate challenging or undesired situations effectively.

**Strengths Based:** NCHSB counselors use a strengths-based approach to counseling in an effort to promote self-determination, resiliency, and independence, especially during challenging and or difficult moments.

**Service Delivery**

**Individual Counseling:** NHCSB offers individual counseling support for students who have identified social/emotional disabilities, in accordance with their Individualized Education Program (IEP). With parent permission, general education students may also participate in regular sessions with a counselor to address social emotional stressors.

**Group Counseling:** During the 2016/17 academic school year Girls Group was offered to all interested 6th, 7th and 8th grade girls. Topics discussed included, but were not limited to, healthy relationships, female anatomy and hygiene, puberty, relational aggression, empathy, bullying, motivation, study skills, and more. With consideration given to age and developmental readiness for specific topics the 7th and 8th grade students combined into one group while the 6th grade students participated in Girls Group in a separate setting. In addition, NCHSB is going to expand the group offerings to include a redesign of the Girls Group and a new Boys Group for the 2017-18 school year.

**Peer Mediation:** One of the most common issues facing adolescents today is peer conflict and how to manage it effectively. If deemed necessary and appropriate, NHCSB counselors are prepared to facilitate meaningful peer mediation sessions wherein they model appropriate conflict resolution and communication skills, and help students resolve issues by teaching active listening skills and empathy building exercises.

**Crisis Intervention:** Crisis intervention is available for any NHCSB student on an as needed basis. NHCSB has developed strong working relationships with community providers, including counseling agencies and mobile crisis networks to ensure that the mental health needs of our students are being addressed quickly and efficiently.

# Organizational Viability

## Organizational Structure of the School

1. Describe any changes to the organizational structure made during the 2016-2017 school year and/or anticipated changes for the upcoming year.

Please see the organizational chart below. During the winter and early Spring of 2017, the School Leadership Team undertook an informal evaluation of the efficacy and efficiency of our staffing model. This project began with staff focus groups and culminated in several full-weekend retreats for senior leadership to review the findings and develop a new leadership model that reflected the mission, identified needs of staff, students, and families, and the overall success of our school. In addition, NHCSB reached out to a charter school leader to lead the final round of discussion and the creation of this new organizational model, reflected in our organizational chart. During this time, several key staff changes were made to reflect the vision of our design including the following:

1. Operations:
   1. The positions of Director of HR/Operations and Director of Finance were combined into one senior leadership role that is now held by Elizabeth Boyar, a new staff member. Elizabeth was named Director of Operations effective July 2017.
   2. A new position, Assistant Director of Operations, was created to assume duties related to business management including finance and procurement as well as human resources. This position is now held by Jennifer Churchill, the former Assistant Dean of Math and Science and was effective June 2017.
   3. Central Source was hired to work with New Heights’ budget and procurement practices as well as state grants. Cindy Marie and her team started working with New Heights in June 2017.
2. Student Culture
   1. Neal Klayman left the role of Dean of Student Services to take on a new role of Dean of Students during the spring of 2017. Dean Klayman’s work with students is essential to the NHCSB mission and vision. This work includes coaching students inappropriate behaviors by using our full circle discipline mode. In addition, Mr. Klayman is responsible to oversee student celebratory events, throughout the year, where we acknowledge student’s academic accomplishments, milestones and personal growth
   2. The NHCSB Leadership Team also acknowledged the need to establish a Head of Counseling to oversee the work being done to support our students social and emotional wellbeing. In an effort to serve our students, Amy Alves was named Head of Counseling and a new counsel will join our staff for the 2017-18 school year bringing the total number of counselors available to students up to 3.
   3. Janice Manning, Head of School, will assume a new role during the summer of 2017 as Head of School/Director of Culture. NHCSB is keenly aware, as a new school, of the importance of setting a culture with our students, families and staff. Janice’s expanded role will allow her to focus on cultivating our school culture.
3. Academic Services
   1. During the 2016-17 school year, NHCSB employed Dean (Meredith Morrison) and an Assistant Dean (Jen Churchill) to oversee curriculum and instruction. Upon feedback from teachers and staff, the Leadership Team added a new Dean of ELA and replaced the current Assistant Dean of Math and Science with a Dean of STEM, both of whom will be overseen by a Chief Academic Officer (Meredith Morrison). This new structure will provide additional staff to work with teachers in the classroom, develop instructional support materials, and complete curriculum in addition to closely monitoring data provided by both state and local assessments. In addition, as NHCSB begins to transition to the college curriculum staff will create curriculum and ensure that it is aligned to the early college model.
   2. Rebekah Viens joined the NHCSB team during the spring of 2017 to assume the role of Dean of Student Services. Dean Viens’ work at NHCSB is to build a strong foundation for special education programming which is important to the ongoing success of our students.
   3. Shana Silva joined the NHCSB team as a Dean of English Language Learning. Dean Silva’s work with EL students is essential to building a strong foundation at NHCSB to support the work and success of all of our students.
4. Executive Leadership
   1. The NHCSB Leadership Team worked this spring on an organizational chart that reflected the spirit of work and the vision of our school. The team arrived at an organization chart that identifies three key school-based leaders (Director of Operations, Director of Curriculum and Instruction, and Head of School/Director of Culture) support by the Executive Director and the Board of Trustees.
5. **Teacher Evaluation**:

There have been no changes to the teacher evaluation system. NHCSB will continue to use the state evaluation program.

1. **Organizational Chart**:

See Below the 2017-18 School Chart

1. *Unaudited FY17 statement of revenues, expenses, and changes in net assets (income statement)*

Please see Appendix for the Statement of Revenues

1. *Statement of net assets for FY17(balance sheet)*

Please see Appendix for the Statement of Net Assets

1. *Approved School Budget for FY18*

The NHCSB Board of Trustees approved the budget (see Appendix) on June 27th, 2017.

1. *Capital Plan for FY18*

NHCSB does not have a Capital Plan for FY18. We are completed all major renovation projects during the summer of FY17. The NHCSB Board will like begin discussions during FY18 for future building needs when our oldest students enter the 11th grade in FY20.

# Appendixes

Assets Sheet and Revenue Sheet

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Assets** | | | | | | | |
|  |  |  |  |  |  |  |  |
| ***Current Assets*** | | | |  |  |  | **UNAUDTED** |
|  |  |  |  |  |  |  |  |
|  | Cash |  |  |  |  |  | $338,969 |
|  | Grants and accounts receivable | | |  |  |  | 146,018 |
|  | Prepaid expenses | | |  |  |  | 43,063 |
|  |  | Total current assets | |  |  |  | 528,050 |
|  |  |  |  |  |  |  |  |
| ***Noncurrent Assets*** | | | |  |  |  |  |
|  | Capital assets, net | | |  |  |  | 1,468,016 |
|  |  |  |  |  |  |  |  |
|  |  | Total assets | |  |  |  | $1,996,066 |
|  |  |  |  |  |  |  |  |
| **Liabilities and Net Position** | | | | | | | |
|  |  |  |  |  |  |  |  |
| ***Current Liabilities*** | | | |  |  |  |  |
|  | Accounts payable | | |  |  |  | $85,124 |
|  | Accounts payable - construction | | | |  |  | 183,940 |
|  | Accrued expenses | | |  |  |  | 171,100 |
|  | Line of credit - current | | |  |  |  | - |
|  | Notes payable - current | | |  |  |  | - |
|  | Advances | |  |  |  |  | 6,581 |
|  |  | Total current liabilities | |  |  |  | 446,745 |
|  |  |  |  |  |  |  |  |
| ***Noncurrent Liabilities:*** | | | |  |  |  |  |
|  | Accounts payable - construction | | | |  |  | - |
|  | Line of credit | | |  |  |  | 373,037 |
|  | Notes payable | | |  |  |  | 772,641 |
|  |  | Total noncurrent liabilities | | |  |  | 1,145,678 |
|  |  |  |  |  |  |  |  |
|  |  | Total liabilities | |  |  |  | 1,592,423 |
|  |  |  |  |  |  |  |  |
| ***Net Position:*** | | | |  |  |  |  |
|  | Net investment in capital assets | | | |  |  | 322,338 |
|  | Restricted for: | | |  |  |  |  |
|  |  | Transportation | |  |  |  | - |
|  |  | Imputed interest | |  |  |  | - |
|  | Unrestricted | | |  |  |  | 81,305 |
|  |  |  |  |  |  |  |  |
|  |  | Total net position | |  |  |  | 403,643 |
|  |  |  |  |  |  |  |  |
|  |  | Total liabilities and net position | | |  |  | $1,996,066 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  | $- |
|  |  |  |  |  |  |  |  |

Revenue

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | *Operating Revenues:* | | |  |  |  | **UNAUDTED** |
|  |  | Tuition | |  |  |  | $4,096,113 |
|  |  | Federal grants | |  |  |  | 820,856 |
|  |  | Food service revenue | | |  |  | 138,036 |
|  |  | Program fees | |  |  |  | - |
|  |  | On-behalf | |  |  |  | - |
|  |  | In-kind revenue | |  |  |  | - |
|  |  |  |  |  |  |  |  |
|  |  |  | Total operating revenue | |  |  | 5,055,005 |
|  |  |  |  |  |  |  |  |
|  | *Operating Expenses:* | | |  |  |  |  |
|  |  | Salaries | |  |  |  | 2,370,413 |
|  |  | Payroll taxes | |  |  |  | 84,845 |
|  |  | Fringe benefits | |  |  |  | 246,899 |
|  |  | Rent | |  |  |  | 467,432 |
|  |  | Utilities | |  |  |  | 2,179 |
|  |  | Contracted services | |  |  |  | 274,436 |
|  |  | Professional fees | |  |  |  | 105,141 |
|  |  | Professional development | | |  |  | 48,245 |
|  |  | Insurance | |  |  |  | 7,829 |
|  |  | Instructional supplies and materials | | | |  | 419,654 |
|  |  | Student activities | |  |  |  | 4,505 |
|  |  | Supplies and materials | | |  |  | 25,121 |
|  |  | Food service program | | |  |  | 243,420 |
|  |  | Travel | |  |  |  | 4,572 |
|  |  | Interest | |  |  |  | 25,531 |
|  |  | Advertising and marketing | | |  |  | 8,983 |
|  |  | Equipment | |  |  |  | 8,802 |
|  |  | Repairs and maintenance | | |  |  | 12,528 |
|  |  | Information technology | | |  |  | 60,035 |
|  |  | In-kind transportation | | |  |  | - |
|  |  | Depreciation | |  |  |  | 130,287 |
|  |  | Miscellaneous | |  |  |  | 794 |
|  |  |  |  |  |  |  |  |
|  |  |  | Total operating expenses | |  |  | 4,551,651 |
|  |  |  |  |  |  |  |  |
|  |  | Operating loss | |  |  |  | 503,354 |
|  |  |  |  |  |  |  |  |
|  | ***Nonoperating revenues/(expenses):*** | | | | |  |  |
|  |  | Private grants and contributions | | |  |  | - |
|  |  | Interest income | |  |  |  | 14,607 |
|  |  | Other income | |  |  |  | 150 |
|  |  | Other loss | |  |  |  | (84,790) |
|  |  |  | Total nonoperating revenue | |  |  | (70,033) |
|  |  |  |  |  |  |  |  |
|  | Change in net position | | |  |  |  | 433,321 |
|  |  |  |  |  |  |  |  |
|  | Net position, beginning of the year | | | |  |  | (29,678) |
|  |  |  |  |  |  |  |  |
|  | Net position, end of the year | | | |  |  | $403,643 |
|  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |

NHCSB Board Approved 2017-18 Budget

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  |  |  |  |
|  |  | **FY:** | **2018** |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  | **Year 2: FY18 Proposed** | |
|  |  |  |  |  | **2018** | |
|  |  |  |  |  |  | |
|  |  | **TOTAL REVENUE** | |  | 6,454,005 | |
|  |  | **TOTAL EXPENSE** | |  | 6,226,762 | |
|  |  | **SURPLUS/(DEFICIT)** | |  | 227,243 | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | **OPERATING REVENUES** | |  |  |  |
| 1 |  | Tuition |  |  | 5,079,740 | |
| 2 |  | Grants - State | |  |  | |
| 3 |  | Grants - Federal | |  | 733,699 | |
| 4 |  | Grants - Private | |  | 255,000 | |
| 5 |  | Nutrition Funding - State & Federal | |  | 229,486 | |
| 6 |  | Program Fees | |  | 156,080 | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 13 |  | **TOTAL OPERATING REVENUES** | |  | 6,454,005 | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | **OPERATING EXPENDITURES** | |  |  |  |
|  |  |  |  |  |  |  |
|  |  | **Administration** | |  |  |  |
| 14 |  | Salaries - Administrative (Professional) | |  | 860,000 | |
| 16 |  | Accounting-Audit | |  | 60,000 | |
| 17 |  | Legal |  |  | 70,000 | |
| 18 |  | Payroll |  |  | 21,940 | |
| 19 |  | Other Professional Services | |  | 89,600 | |
| 20 |  | Information Management and Technology | |  | 33,493 | |
| 21 |  | Office Supplies and Materials | |  | 27,100 | |
| 22 |  | Professional Development, Administrative/Board | |  | 20,000 | |
| 23 |  | Dues, Licenses, and Subscriptions | |  | 15,000 | |
| 25 |  | Recruitment/Advertising | |  | 7,000 | |
| 26 |  | Travel expenses for staff/Board | |  | 10,000 | |
| 28 |  | Purchased Management Services | |  | 87,000 | |
| 29 |  | Other: | Furniture/Equipment |  | 45,000 | |
| 30 |  | Other: | BayCoast Bank/Private Loans |  | 485,196 | |
| 31 |  |  |  |  | **1,831,329** | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | **Instructional Services** | |  |  |  |
| 32 |  | Salaries - Teachers | |  |  | 2,072,500 |
| 36 |  | Contracted Services, Instructional | |  |  | 30,000 |
| 37 |  | Instructional Technology in Classrooms | |  |  | 53,020 |
| 38 |  | Instructional Supplies & Materials | |  |  | 204,090 |
| 39 |  | Testing & Assessment | |  |  | 38,500 |
| 40 |  | Professional Development, Instructional | |  |  | 71,000 |
| 41 |  | Dues, Licenses, and Subscriptions | |  |  | 25,061 |
| 42 |  | Staff Stipends in addition to base salary | |  |  | 100,500 |
| 45 |  | Other: | Summer Bridge |  |  | 50,341 |
| 46 |  |  |  |  |  | 2,645,012 |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | **Other Student Services** | |  |  |  |
| 48 |  | Health Services | |  | 5,000 | |
| 49 |  | Student Transportation (to and from school) | |  | 147,200 | |
| 50 |  | Food Services | |  | 295,992 | |
| 51 |  | Athletic Services | |  | 19,250 | |
| 55 |  |  |  |  | **467,442** | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | **Operation and Maintenance of Plant** | |  |  |  |
| 56 |  | Salaries - Operation and Maintenance of Plant | |  | 0 | |
| 57 |  | Utilities |  |  | 0 | |
| 58 |  | Maintenance of Buildings & Grounds | |  | 50,000 | |
| 59 |  | Maintenance of Equipment | |  | 0 | |
| 60 |  | Rental/Lease of Buildings & Grounds | |  | 375,060 | |
| 61 |  | Rental/Lease of Equipment | |  | 0 | |
|  |  | Other: | Capital Outlays (Reduced by Loans of $715K) |  | 250,000 | |
| 66 |  | Other: | Advertising |  | 500 | |
| 68 |  |  |  |  | 675,560 | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | **Fixed Charges** | |  |  |  |
| 69 |  | Payroll taxes | |  | 245,009 | |
| 70 |  | Fringe Benefits | |  | 317,410 | |
| 71 |  | Insurance (non-employee) | |  | 12,000 | |
| 75 |  |  |  |  | 574,419 | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  | **Community Services (Including Dissemination)** | |  |  |  |
| 76 |  | Dissemination Activities | |  | 5,000 | |
|  |  | Civic Activities | |  | 6,000 | |
| 77 |  | Student Activities | |  | 22,000 | |
| 78 |  |  |  |  | 33,000 | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 80 |  | **TOTAL OPERATING EXPENDITURES** | |  | 6,226,762 | |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| 81 |  | **SURPLUS/(DEFICIT)** | |  | 227,243 | |

|  |
| --- |
| Appendix A Accountability Plan Evidence 2016-2017 |

**Faithfulness to Charter**

|  |  |  |
| --- | --- | --- |
|  | **2016-2017 Performance**  **(Met/Partially Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective: Every student will be prepared for college (Fast Track Early College Design)** | | |
| **Measure:** Twice annually, as measured by the student survey, 85% of all students will agree with the following statements:   * I am learning to write effectively * I am learning to think critically * I am learning to work independently * I ask questions or answer questions in class everyday * I receive feedback from my teachers everyday * I agree that NHCSB has helped me develop the skills/knowledge that I need for college-level classes | **Not Met** | **NHCSB did not send out 2016-17 surveys. Given that we are a first-year school, our final objective/measures were not approved until late spring. However, teachers were required to ask these questions of their students during do-now activities in the classroom to assess student comfort.** |
| **Measure:** By graduation, 100% of NHCSB students will complete Massasoit prerequisite developmental courses in math and English by the 11th grade.   * In year 1 (2017-2018), 30% of 9th grade students will pass (C or higher) the Massasoit Community College development course sequence in math and English. * In Year 2 (2018-2019), an additional 55% of the 10th grade class will will pass (C or higher) the Massasoit Community College development course sequence in math and English for a total of 85% of students completing the requisite courses in math and English by the 10th grade. * In Year 3 (2019-2020), the remaining 15% students will pass (C or higher) the Massasoit Community College development course sequence in math and English for a total of 100% of students completing the prerequisite courses in math and English by the 11th grade. * In Year 4 and 5, 100% of NHCSB students will complete Massasoit prerequisite developmental courses in math and English by the 11th grade. | **Not Met** | **This measure will be in effect beginning during the 2017-18 school year when NHCSB enrolls our first 9th grade class.** |
| **Objective: NHCSB will create a unique culture to support all students (We Go to College Culture)** | | |
| **Measure:** Twice annually, as measured by the student survey, 85% of all students will agree with the following statements:   * I feel good about being in this school * I care about this school * I feel safe in this school * I feel supported by the staff at this school * I am comfortable being myself in this school * This school’s rules are fair * I am an important part of my school community | **Not Met** | **NHCSB did not send out 2016-17 surveys. Given that we are a first-year school, our final objective/measures were not approved until late spring. However, teachers were required to ask these questions of their students during do-now activities in the classroom to assess student comfort.** |
| **Measure:** NHCSB will run a Summer Bridge program for returning students to create a culture that supports students’ preparation for college and upholds our unique “We Go to College Culture”.   * In Year 1 (summer of 2017), a minimum of 60% of returning students will attend Summer Bridge * In Year 2 (summer of 2018), a minimum of 70% of returning students will attend the Summer Bridge   In Year 3 (summer of 2020) and beyond, a minimum of 80% of returning students will attend the Summer Bridge. | **Met** | **80 (76%) students attended the Year 1 Summer Bridge program.** |

\*Add rows as necessary

**Academic Program Success *(if applicable)***

|  |  |  |
| --- | --- | --- |
|  | **2016-2017 Performance**  **(Met/Partially Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective: NHCSB will provide comprehensive professional development for all staff and support the development of community partnerships** | | |
| **Measure:** Every year 100% of NHCSB instructional staff will participate in over 150 hours of professional development that are aligned to our mission, culture, and innovative early college design. | **Met** | **Staff attended a week-long August PD in Vermont, weekly Friday PD, quarterly data review days, and a 3-day winter retreat held in Connecticut. The 2016-17 Professional Development Schedule is listed below in Appendix Aa** |
| **Measure:** Twice annually, as measured by the staff PD survey, 90% of all staff will agree with the following statements:   * I feel good about being in this school * I care about this school * I feel supported by the administration at this school * I feel heard by the administration * NCHSB PD is helping me improve my teaching practice * NHCSB PD is a good use of my time | **Not Met** | **NHCSB did not send out 2016-17 surveys. Given that we are a first-year school, our final objective/measures were not approved until late spring.** |
| **Measure:** New Heights Charter Schoolinvest in developing community partnerships to support the learning experience for students including new opportunities for learning and family engagement. During our first five years, NHCSB will develop 5 community partnerships within our charter region. | **Partially Met** | **NHCSB hired a Community Outreach Coordinator to begin the process of identifying and developing community partnerships.** |

**Organizational Viability *(if applicable)***

|  |  |  |
| --- | --- | --- |
|  | **2016-2017 Performance**  **(Met/Partially Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |
| **Objective:** | | |
| **Measure:** |  |  |
| **Measure:** |  |  |

**Dissemination (*if applicable)***

|  |  |  |
| --- | --- | --- |
|  | **2016-2017 Performance**  **(Met/Partially Met/Not Met)** | **Evidence** (include detailed evidence with supporting data or examples) |
| **Objective: In our first charter term, 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.** | | |
| **Measure:** During the first term of our charter, NHCSBwill work to identify best practices, establish a school partner, and develop a collaboration with the school partner.   * By the end of Year 2 (2017-2018), NHCSB will identify and document best practices. * By the end of year 3 (2018-2019), NHCSB will identify a public school partner with whom to share best practices.   By the end of year 4 (2019-2020) and in year five (2020-2021), NHCSB will collaborate with our | **Not Met** | **This objective was approved during the late spring of 2017. NHCSB will undertake efforts this year to identify and document best practice from our first and second year of operation.** |
| **Measure:** NHCSB will serve as an incubator for early college design in the state of Massachusetts and beyond. In the first charter term, NCHSB staff will participate in 3 panels and present at 5 conferences. | **Partially Met** | **The College Working Group is currently finalizing our initial application for Early College Designation by the Commonwealth. In addition, NHCSB Executive Director Omari Walk served on a statewide panel on Early College during the winter and Jess Geier attended a focus group on Early College design during the spring.** |

# Appendix Aa – 2016-17 School Calendar

**PROFESSIONAL DEVELOPMENT PLAN**

2016-17

**Guiding Philosophy**

Our mission is to prepare our students for college. In order to accomplish our mission, we strongly believe in the importance of finding, developing, and retaining great educators and leaders to serve our students. Research shows that the effectiveness of the classroom teacher is the single most important factor supporting student achievement, and through our professional development program, we aim to do whatever it takes to ensure that every teacher receives the training, support, and encouragement required to achieve our mission. In addition, we understand that families and community members need to feel a sense of belonging and cohesion with our school staff. We are all here, together, to help our students reach their goals. To that end, NHCS will create a professional and community development plan that addresses the needs of the faculty as a whole, individual staff members, and our students. The Curriculum and Instruction Leadership Team (CIL,) which consists of the Head of School, Dean and Assistant Deans of Curriculum and Instruction, and Dean of Student Services, will be responsible for managing the school-wide professional development program and will make determinations on what types of services and resources to provide based on the needs of the school as a whole in meeting the academic goals set forth for the year.

**Professional Development Foci Areas**

The school’s practices and policies clearly signal that increasing rigor and improving student achievement are shared responsibilities and that all members of the school community are accountable for student achievement. In order to fully realize the vision for school leadership that is inclusive and fosters a committed culture where all staff members support one another, NHCS will provide the following support structures:

1. Professional Development
2. Teacher Coaching & Feedback
3. Teacher Collaboration
4. Data Analysis & Action Planning

**I. Professional Development**

Over the course of the year, teachers will participate in a variety of professional development sessions. Some of these sessions will occur during the weeklong all staff retreat, the school-based week professional development prior to the start of school, the winter all-staff retreat in January, and the end of year PD. Others will take place during whole group professional development sessions held each Friday afternoon of the school year. Teacher professional development will focus on instructional practices proven to accelerate learning among our anticipated population of students. Based on the trends identified on the learning walks, the recommendations noted on the formal feedback given to teachers, and the approved team S.M.A.R.T. goals crafted by the teachers in October, the professional development needs of the staff will be identified and a professional development schedule will be tailored to address the noted areas of improvement. A mix of whole-school and differentiated professional development opportunities from EDWorks and others will be made available to teachers monthly so that each can build his/her skill-set around the noted areas of development received from formal teacher rubric-based feedback. Additionally, the NHCS partnership with EDWorks will assist our staff with identifying professional learning opportunities that fall outside of our joint contract, on an as-needed basis.

**A. Frequency of Professional Development:**

1. All-Staff Retreats:

* + Beginning of Year: This time allows for the whole-staff to gather together and prepare for the upcoming school year. While this retreat will change slightly each year depending on the needs of our staff and students, but the main priorities during this time will be: mission and vision, instructional practices, assessments and data, and school/staff culture.
  + Mid-Year: This time allows for the whole-school to come together and assess where we are in regards to our goals, both academically and culturally, and make any mid-year shifts as we may need.
  + End of Year: This time will allow for the whole school to assess, evaluate, and make recommendations for the next year. This time will also be utilized for content teams to meet and discuss instructional practices, gaps in understanding or mastery, and provide vital information regarding specific students who are moving up to the next grade.

2. Weekly professional development: Every Friday, the student instructional day will end at 1:38pm and staff professional development will begin at 2pm. Teachers will spend the first 60 minutes in a rotating schedule of professional development and, during whole school meetings, will receive teacher recognition:

* + First Friday: Teachers will meet by grade level for 60 minutes followed by a 30 minute whole- school briefing from the Head of School or Executive Director.
  + Second Friday: Teachers will meet by content area for 60 minutes followed by a 30 minute whole-school briefing from the Head of School or Executive Director.
  + Third Friday: Teachers will use the first 60 minutes for working on students’ assessments and grading resulting in an intervention plan followed by a 30 minute, whole-school briefing from the Head of School or Executive Director.
  + Fourth Friday: The entire 90 minutes will be dedicated to a whole school meeting on matters related to NHCS.

**B. Topics for Professional Development:** Professional Development topics to be addressed at staff retreats and weekly PD workshops include, but are not limited to:

|  |  |
| --- | --- |
| **Specific Staff** | **Professional Development Topics/Sessions** |
| Teachers | * Mission and Vision * Adult and School Culture * Content Specific PD * Measuring Student Progress (setting S.M.A.R.T. short term goals) * Understanding how to use/navigate the online assessment tracking system (PowerSchool) * UbD Lesson Planning * Best Practices (utilizing of Doug Lemov’s *Teach Like a Champion*) * RtI: Improving Tier 1 Instruction (D.I. Strategies) * Effective ELL pedagogy * Student Engagement * Teaching academic language * CCSS Shifts * Full Circle Discipline Model * Classroom Management Style * Integrating college and high school curriculum * SEL Issues and Concerns * Evaluation Tool FAQ’s and General Compliance * Family and community engagement * Health & Wellness/ Social Emotional Development of students |
| **Specific Staff** | **Professional Development Topics/Sessions** |
| Administrators | * Evaluation tool compliance * Observing and analyzing teacher best practices * Reviewing the quality of written feedback * Having difficult conversations with teachers * Helping teachers to improve and enhance their practice * Identifying data trends (Conduct/Attendance/Instruction) * Collecting data points on learning walks, which will include monitoring ELLs and special education students * SEI/RETELL endorsements and best practices * Participation in a time management workshops |
| Operations | * Communications and Community Engagement * Safety Audit * Triage Process * Innovative scheduling * MOUs with higher education and business partners * School Readiness Check * Instructional walkthroughs |
| Additional Staff | In addition to participating in a number of the professional development systems and opportunities for teachers (identified above), NHCSB administrators will lead the effort to identify relevant and specific development opportunities aligned with the respective development and career goals established by these individuals and/or their managers. Examples of such opportunities could include:   * Office Manager: a series of courses on advanced Microsoft Excel techniques * Nurse: a full-day seminar on diabetes in the school setting * Social Workers: participation in a network of counselors from high-performing urban schools * IT Specialist: a webinar on effective data management techniques |
| Board Members | * Training on BoardOnTrack which is a monitoring dashboard that allows them to set Board goals and evaluation metrics * The Board will attend an annual retreat, prior to the start of the school year, to establish annual goals and priorities, review the prior year’s evaluation, and meet with experts in the field of board development, governance, and effectiveness. * NHCSB will consider allocation of additional resources to hire an external consulting group (e.g., The High Bar) to support the board with professional development. |

**C. Projected Scope of Professional Development:** Through our partnership with EdWorks, NHCSB will utilize their FastTrack Early College professional development plan for opening schools during the first 5 years. This document will be customized and tailored to our needs during the school year, and it will be reviewed at the end of each year by the CIL team and in conjunction with EdWorks.

| **EDWorks Technical Ongoing Assistance and Professional Development with New Heights** | | | |
| --- | --- | --- | --- |
| **YEAR 1** | **YEAR 2** | **YEAR 3** | **YEARS 4-5** |
| Teacher PD in Support of the Unique Model   * Early College 101 * K-TECH * Design Thinking | Teacher PD for Personalization:   * Individualized Learning Plans * Tuning the Advisory System * Grading for Learning -- A Book Study | Teacher PD for Acceleration   * Accelerating skills for success in college and industry certification courses * Deepening real world learning experiences * Advanced college writing across the content areas * Effective internships and mentorships * Advanced grading for learning * Instructional walkthroughs * Innovation and brain-based learning * Reinforcing Effort and Providing Recognition | EDWorks will work with New Heights Leadership to design a customized professional development plan for years 4-5, based on the progress of New Heights teachers and students. Likely foci include:   * Examining Curriculum Alignment and Vertical Scope and Sequence Implementation * Assessing the effectiveness of the Course of Study to deliver a rigorous, relevant, personalized academic program, and revise, as needed * Expanding cross-curricular units of study * Deepening content knowledge through interaction with University/Business Partners * Work with business and community partners to examine the relevance of student experiences and performance assessments * Looking Ahead: Developing the Next Year’s Teacher-Led Professional Development Plan |
| Teacher PD to Support Student Engagement   * Unpacking the Standards * Unit and Lesson Plan Design * High Payoff Instructional Strategies * Growth Mindset * Introduction to the Rigor / Relevance Framework * Strategies for Differentiation | Teacher PD for Accelerating Learning   * Effective Co-Teaching * Accelerating literacy in the content * Ensuring Rigor in the Student Tasks and Assessments * Building Your Problem/Inquiry-Based Learning Toolbox * Data Levers for Continuous Improvement |
| Leadership Development   * Growth Mindset * Organizational Vision * Supportive Climate and Culture | Leadership Development   * Shared leadership * Outcomes-driven instruction * Individual student growth * Community integration | Leadership Development   * Continuous quality improvement * Individual student growth * Outcomes-driven instruction * Personal learning and reflection |
| Operations   * Communications and Community Engagement * Safety Audit * Triage Process * Innovative scheduling * MOUs with higher education and business partners * School Readiness Check * Instructional walkthroughs | Operations   * Examining student data for attendance, discipline, progress to graduation, classroom assessments, mandated testing * Triage Process * High States Test Blitz * Tuning operations/strategic plans * Instructional walkthroughs * Self-Assessment with the EDWorks Rubrics for Organizational Effectiveness | Operations   * Communicating progress to the community * Triage process * Blended learning * Formal EDWorks Site Assessment * Analyze level of community integration/real world experiences; tune, as needed * Revisit MOUs * High Stakes Test Blitz * Instructional walkthroughs |

**II. Teacher Coaching & Feedback**

We understand that the trajectory of our students’ lives is most directly impacted by the quality of our teaching. We also believe that great teachers are made. Therefore, in order to fulfill our mission, we must consistently and relentlessly improve the quality of our teaching and the effectiveness of all members of our staff. Leaders must provide respectful, clear, actionable, prioritized, and time-sensitive feedback, and teachers must commit to immediately implementing to improve their practice. The majority of this feedback takes place in our coaching model.

**The Long-Term Plan-Driven Coaching Cycle:**

Additionally, below is an overview of the coaching responsibilities the NHCSB CIL will provide to teachers and student support staff:

|  |  |  |  |
| --- | --- | --- | --- |
| Coaching Responsibility | Purpose | In Practice | In the Weekly Coaching Meeting |
| Observation, Feedback, and Practice | In order to know the true quality of instruction, there will be frequent observations, both formal and informal, with targeted and high-quality feedback that includes a lot of practice. | Their coach will observe teachers at least once a week. These observations will usually be short (15-20 minute) informal observations either focusing on a school-wide element of practice, or the teacher’s individual focus area. Two times a year the teachers will be formally observed per the Massachusetts Educator Evaluation Frameworks. | Every week, teachers and coaches have time for an in-person debrief of an observed lesson and time to practice or implement into the upcoming week/unit’s plans. |
| Coaching Responsibility | Purpose | In Practice | In the Weekly Coaching Meeting |
| Unit and Lesson Plan Feedback | In order to ensure our students can meet the goal of being successful in college, we must ensure whole-scale alignment from the interim assessments down to the day-to-day lesson plans. | Teachers will submit unit plans to their coach 2 weeks prior to the start of the unit to allow for their coach to provide them with specific feedback on the unit.  Lesson plans are to be submitted to the coach a week prior to implementation. | While written feedback on unit and lesson plans is helpful, it should not replace in-person discussion of plans or collaborative co-planning. This in-person time is critical in developing a teacher’s capacity to plan well. Based on the teacher’s need and area of focus, feedback on plans will be targeted. |
| Analyzing Student Work and Data | Analyzing student data is one of the most critical for driving achievement and for building data-driven planning skills in our teachers. Whether it’s looking at exit tickets, weekly formative assessments, guided reading notes/annotations, or essays, grounding coaching in student work and outcomes is foundational. | Coaches will set expectations with their teachers around which data sets will be most important to analyze together and create some repeatedly-do structures to do this. Coaches facilitate or coach teachers to facilitate “Looking at Student Work” protocols that build a normed expectation for student work quality and help to target key next steps based on student achievement. | Analyzing student work and data should happen on independently on a regular basis (on a smaller scale, such as daily exit slips or other informal assessments.) 4 times a year, coaches will assist in facilitating deeper data dives during our Data Days at the end of each quarter. |
| Targeted, Quick Walkthroughs | School leaders need to continuously gather data on the key practices they are pushing at the school. A targeted quick walkthrough looking at a practice introduced during one of the Friday PDs (for example: student engagement strategies, or classroom management) gives the leadership team and coach an opportunity to reinforce school-wide expectations, celebrate successes, and reiterate expectations when needed. | The CIL team, in addition to the other teams, will block out chunks of time in their weekly schedules for targeted team walkthroughs and writing quick feedback afterward to their team or individual teachers. This allows for the entire CIL to observe the same class/teacher at the same time and then compare feedback. | While not explicitly a part of the coaching meeting/cycle, it is an effective and important practice to ensure that all teachers are reinforcing school-wide expectations, rules, and practices. |

**III. Teacher Collaboration**

At New Heights, we know that in order to prepare our students to be successful in college, we know the importance of structured, efficient, and results-oriented collaboration. There will be no “easy graders,” or “favorite teachers” in our school. All of our staff will hold students to the same consistent, high-expectations because we know that the only way we will be successful is if we work as a team. In order to ensure and promote teacher collaboration, NHCSB has the following structures in place:

* Common Planning and Preparation periods: Every teacher will have 10 non-instructional periods built into his or her schedule every day (2 per day).
  + Seven of these periods will be devoted to teacher prep time and three will be devoted to common planning time by content area.
  + Common planning will be used for meetings, professional development, curricular alignment, or looking at student work. Content Teams will meet at least once a week during this time. The Dean of Curriculum & Instruction (DCI) or the Asst. Dean of Curriculum & Instruction (ADCI) will be present during these meetings as a facilitator.
* Curriculum Revision and Improvement: During content team meetings, departments will make real-time changes to their scopes and sequence. One team member will track changes while adjusting scopes and sequences so that changes are not lost. These changes will be brought to the DCI or a T3 Teacher during Department Meetings once an Instructional Cycle. During these meetings, departments will decide if changes are permanent alterations to the “official” NHCSB Scope and Sequence. Additionally, departments will change the sequence or content of the scope and sequence as necessary based on the effectiveness of the scope. The DCI or ACDI will be responsible for making these permanent changes.

* Co-Teaching: The cohort model for our students also allows for our teachers to join forces in the classroom. Particularly in two of the cohorts, students will have the additional assistance of a certified special education teacher, several tutors, and an ELL teacher.
* Coordinated Curriculum: At most traditional schools, writing is taught by individual subject area teachers and only as time permits. As a result, teachers must choose between covering key content and communicating critical writing skills. Meanwhile, students receive conflicting messages as to which strategies to use to develop strong essays. To address this issue, NHCSB will be adopting and implementing Achievement First’s curricular choice of a separate composition course. This course represents one key aspect of the coordinated humanities curriculum -- a system of 4-5 week cycles in which composition class serves as the glue between literature and history learning. In a given cycle, while literature teachers introduce new material for reading and annotation, history teachers move from annotation to discussion, and composition classes help students craft evidence-based essays rooted in the previous two stages. Over the next 4-5 weeks, as history classes move on to new material, literature progresses to the discussion phase and composition turns to literature content. By the end of the school year, each scholar has produced, at minimum, 6 evidence-based essays -- measurable signposts on his or her path to college.
* Instructional Model: To better prepare scholars for the structure of post-secondary learning, NHCSB humanities courses will, more so in the older grades, feature seminar-style teaching. By shifting from the typical questions asked of high school students (e.g., "What do you think about this reading?") to those generally posed to college students (e.g., "What are the author's core arguments?" or "How could this be interpreted differently?"), the framework ensures that scholars are able to:
  + - Use evidence to support their opinions
    - Listen carefully to the ideas of their peers
    - Synthesize multiple points of view into a more complex personal understanding of the text
    - Comprehend and engage with increasingly sophisticated text using skills of focused annotation and habits of critical thinking
    - Construct college-preparatory papers that put forth scholarly assertions backed up by a coherent and compelling body of evidence
* Common and Shared Resources: Teachers across the grades and content will utilize common curricular practices and resources in order to ensure that all of our students and teachers have a common language and reference point to engage in meaningful conversations. These common and shared resources include, but are not limited to,
  + Assessments (in the form of IAs),
  + Shared lesson resources (via Google Drive)
  + Academic language and discussion protocols
  + Rubrics, such as:
    - Writing Rubric
    - Annotation Rubric
    - Discussion rubric
* Adult Culture Norms: We hold ourselves to the highest professional standards. We work to ensure that the work we do is effective, efficient, and productive because we understand that our students’ life trajectories are at stake. We understand that not all collaboration is worthwhile; sometimes, talking with others can be unfocused, inefficient, or negative. In order to avoid these pitfalls, we will create a set of norms that guide how we interact with each other, which will be done together during the first retreat. We will revisit these norms throughout the year to hold ourselves accountable for reaching our high standards. At the most basic level, the way we work together is founded in our core values: honesty, empathy, ingenuity, grit, humility, teamwork, and service.
* Peer Observations: We have an open door policy at NHCSB, and we know it is one thing to talk and read about best practices, effective systems, instructional strategies, rigor, joy and engagement; it is quite another to see them in action. Peer observations are an opportunity to observe other teachers teaching, and to reflect on how what they observed can be applied to improve their own practice. All staff members are encouraged to observe other staff members teaching as often as possible, and to provide feedback every time. However, approximately once a quarter, teachers will be assigned a teacher to observe and to provide feedback. We will use PD time to allow pairs to debrief their observations. These observations are sometimes based on a school-wide focus, and sometimes are open-ended.

**IV. Data Analysis & Action Planning:**

Student performance, assessment and program evaluation is very important to the overall success of NHCS. Following EDWorks’ lead, NHCS uses these primary questions about assessment to help leaders and teachers learn to integrate data analysis into their daily practice. Basically, assessments answer these primary questions:

* Where are we today? (baseline data)
* Where are we going? (goals/desired outcomes)
* How far is it? (the gap between current performance and the desired outcome plus the length of time to achieve the goals)
* How far have we come? (progress reports, periodic updates)
* Are we there yet? (evidence that we’ve achieved our goals, summative data)

In order to answer those questions, all staff will attend “data days,” held quarterly, to review student work and data so as to inform instruction. In addition, common planning time, daily prep periods, and Friday professional development will also support the effective and timely use of student data to inform curriculum and instruction. Below are a few specific repeatedly-dos that assist in our data-driven instruction.

* "Data Days:" There are 4 data days occurring during the academic school year. Each data day is approximately one week after the interim assessment was administered at the end of each quarter. The week allows for teachers to analyze the student performance data and complete their IA data analysis form, which they will use to plan for remediation and interventions during the 3 hour block of time on Data Day. During the day, the entire school community assembles to crunch assessment data and evaluates school-wide progress toward achievement benchmarks and a shared vision of excellence.
* Data Room: The DCI and ADCI will be charged with creating and maintaining a “Data Room” to be used in conjunction with NHCS’ staff to measure student progress including statewide exams, classroom assessments, and additional measures to be determined. This room will be our primary training room so as to keep our students and their academic progress at the front of all decisions we make about teaching and learning. Data will be reviewed regularly and displayed in ways that make student progress real for teachers. Our instructional staff will work with the DCI to ensure that data are entered accurately and routinely into the school’s assessment tracking system. The DCI and ADCI will also be responsible for running queries on behalf of school administration to inform best practice in the classroom, professional development training, and school culture creation. The data exhibited in this room will also allow us to identify growth as well as academic challenges of our ELLs and Students with Disabilities, and to notice any important trends.
* Looking at Student Work Meetings: Robust looking at student work (LASW) meetings for humanities teachers occur at least once a quarter upon the completion of the process-based assessment in Composition class.

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| Recruitment Plan 2017-2018 |

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| School Name: New Heights Charter School of Brockton |

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| **2016-2017 Implementation Summary:**   1. In a brief narrative, what were report the successes and challenges of implementing the school’s recruitment strategies from the 2016-2017 Recruitment Plan? 2. Successes: NHCSB was very successful in recruiting students in the 6th to 8th grade last year during a very tumultuous approval process into a very tumultuous fall moving temporarily from Brockton to Norwood. We used the local newspapers to advertise our lottery and we sent out flyers to every age-eligible household in our region. In addition, our website and Facebook pages saw a great deal of foot traffic. We also held an open house at the temporary Norwood location to introduce families to our model. 3. Challenges: Although our 6th and 7th grade recruitment activities continued to yield high numbers of applicants, NHCSB did struggle to recruit 8th grade applicants as the year went on. 8th graders seemed less inclined to leave their sending school to attend NHCSB. In addition, our temporary location in Norwood as we awaited final approvals for our permanent site in Brockton made it difficult for prospective families to visit our school. In order to address the location inconvenience, NCHSB held several information sessions in Brockton but we believe our location and our 8th graders reluctance to leave their sending schools were challenges to implementing our recruitment strategies that met our region’s needs. 4. Is there additional information that gives context for subgroup enrollment figures (e.g., high number of siblings enrolled in entry class, re-classification of student subgroup status, etc.)? 5. NHCSB does have a high number of sibling enrolled in our entry class including triplets and a few sets of twins. The 2017-18 incoming class includes a great number of younger siblings, many of whom we already know because they join their parents at open houses and school-sponsored events. We believe that sibling applications represent a high compliment to the work that we are doing with students at NHCSB and continues to support the development of our strong school culture. 6. Please provide a brief explanation if you think that your incoming class of students (as captured in the October 1, 2017 SIMS report) will meet the comparison index or the school’s gap narrowing targets. Please explicitly state if you would like further discussion with the Department regarding the school’s Recruitment Plan once your school has submitted October 1st SIMS demographic information.    1. We believe that the incoming class of 6th - 9th  will meet the comparison index or the school’s gap narrowing targets. Our enhanced recruitment strategies (including a new position for 2017-18 that will deal exclusively with community outreach) should ensure that we are reaching all eligible families with our message. In the event our October 2017 SIMS does not meet the comparison district we would welcome further discussion with DESE to improve upon our recruitment plan. |

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| **Describe the school’s general recruitment activities, i.e. those intended to reach all students.** |
| **General Recruitment Activities for 2017-2018:**   1. Partner with community agencies to disseminate information about NHCSB 2. Utilize marketing agencies that target age-eligible households (in the households first language) 3. Develop a new website that is easily translated and provides a central location for all pertinent information 4. Continue to fine-tune the online application for enrollment in multiple languages. 5. Work with the NHCSB PTO and CPCA to recruit new families and students to NCHSB 6. Use local newspapers to draw attention to the NHCSB enrollment period and to highlight the services that are offered to all students. 7. The Community Outreach Coordinator create new partnerships with agencies that provide services to all target groups. 8. Hold open houses that include representatives that speak the native languages of our region and special education staff to address the needs of all target groups. |

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| **Recruitment Plan –Strategies**  **List strategies for recruitment activities for each demographic group.** | |
| **Special education students/students with disabilities** | |
| **(a) CHART data**  **School percentage**: 8%  **GNT percentage**: 0.3%  **CI percentage**: 11.4%  The school is above GNT percentages and below CI percentages | **(b) 2016-2017 Strategies**  ☐ Met GNT/CI: no enhanced/additional strategies needed  Goal: We expected to meet or exceed district enrollment levels due to our recruitment strategies.  Strategies included:   * Distribute school program flyers and information highlighting NHCS’ intention to include a population of students with disabilities. * Emphasize comprehensive academic support for students with disabilities and diverse student learners. * Attend relevant community organization meetings to communicate NHCS’ programs and supports for students with disabilities and diverse learners. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  ☒ Did not meet GNT/CI:  **Activity 1:** Each student with an IEP or 504 will have a case manager who will consistently review/revise student plans and communicate with parents student progress and growth, and act as students’ in-house advocate, fighting for the child’s Least Restrictive Environment and fidelity of implementation of his/her IEP/504.  **Activity 2:** We will have Special Education staff available during our open houses, information sessions, and other recruitment events.  **Activity 3:** We will have one open information session each quarter for families to come in and give feedback on our Special Education program. Also at those sessions, parents will be provided with education re: understanding disabilities, reading IEPS/504s, parental rights in Special Education, systems and procedures in regards to annual reviews and triannual review, testing, accommodations vs modifications, etc. |
| **Limited English-proficient students/English learners** | |
| **(a) CHART data**  **School percentage**: 4.5%  **GNT percentage**: 2.2%  **CI percentage**: 8.9%  The school is above GNT percentages and below CI percentages | **(b) 2016-2017 Strategies**  ☐ Met GNT/CI: no enhanced/additional strategies needed  Goal: We expected to meet or exceed district enrollment levels due to our recruitment strategies.  Strategies:   * Translate all documents into Portuguese, Haitian Creole, and Spanish to reflect the predominant languages spoken in Brockton, Randolph and Taunton and disseminate widely to community agencies, churches, public venues (such as libraries and parks) and local merchants/restaurants. * Use non-English Language media outlets such as newspaper and radio to reach families with limited English-proficiency. * Develop and leverage partnerships with community agencies that work primarily with limited English-proficiency. * Coordinate with colleges and community agencies to attend Adult Language classes to speak about NHCSB to prospective parents. * Retain bilingual outreach coordinators. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  ☒ Did not meet GNT/CI: additional and/or enhanced strategies below:  **Activity 1:** All promotional materials and applications will be printed in Haitian Creole, Portuguese (the official language of Cape Verde), and Spanish. Families that speak any of these languages will receive our application in English as well as their native language. Additionally, our school website can be translated into any foreign language.  **Activity 2:** We will have bilingual and/or multilingual staff available during our open houses, information sessions, and other recruitment events.  **Activity 3:** We will hold at least 3 information sessions before our annual lottery. At least one of these events will be held at a community organization that serves families with a first language other than English. The other sessions will be held at our school. We will advertise for our information sessions in English, Portuguese, Haitian Creole, and Spanish.  **Activity 4:** We have made contact with the Family Center in Brockton which serves families with a first language other than English. We plan to distribute promotional materials and applications to the Family Center, as well as attend and present at least one event that caters to families with a first language other than English. |
| **Students eligible for free or reduced lunch (Low Income/Economically Disadvantaged)** | |
| **(a) CHART data**  **School percentage**:47%  **GNT percentage**:39.9%  **CI percentage**: -0.6%  The school is above GNT percentages and above CI percentages | **(b) 2016-2017 Strategies**  ☒ Met GNT/CI: no enhanced/additional strategies needed  Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.  Strategies:   * Distribute promotional materials at public venues such as libraries and parks, in addition to the Salvation Army, WIC Offices, YMCA and other government agencies, churches, and community centers. * Emphasize in public presentations that NHCS is a free, public school option for students and, as part of their education experience with NHCS, students can earn up to 60 college credits for free. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  ☐ Did not meet GNT/CI: NHCSB is confident in our strategies from the previous year, but we will continue to actively recruit students from economically disadvantaged students. |
| Students who are sub-proficient | **(d) 2016-2017 Strategies**  Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.  Strategies:   * Attend meetings at schools, when invited, to encourage students who may be sub-proficient to consider the smaller learning environment at NHCS, 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. * 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. |
| Students at risk of dropping out of school | **(d) 2016-2017 Strategies**  Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.  Strategies:   * 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. |
| Students who have dropped out of school | **(d) 2016-2017 Strategies**  Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.  Strategies:   * 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.   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. |
| **OPTIONAL**  Other subgroups of students who should be targeted to eliminate the achievement gap | **(d) 2016-2017 Strategies**  Goal: We expect to meet or exceed district enrollment levels due to our recruitment strategies.  Strategies:   * 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. * We will clarify that our mission is to PREPARE students for college by removing barriers implicit to developmental education requirements. * We will also remind students that the college courses are free and will be taken in place of “traditional” high school classes.   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. |

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| Retention Plan 2017-2018 |

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| **Please provide a brief narrative report on the successes and challenges of implementing last year’s retention strategies from the 2016-2017 Retention Plan.** |
| **2016-2017 Implementation Summary:** NHCSB set-out with an ambitious goal in our first year of operation (2016-17) to retain 90% of our student body. We feel, ending our first year, that our retention goal was satisfied. We began the year with 315 and we are concluding the year with 315. As a first year school, without conclusive CHART data to corroborate our position, NHCSB relied on our October 2016 SIMS report and our June 2017 SIMS report to look for changes. In late 2016, the NCHSB Board submitted a new enrollment policy for Commissioner approval that included a stipulation that all vacated seats during the school year, up to the last day of school, would be filled by children on the waitlist. The NHCSB Board and Administrative Team feel strongly that it is the school’s responsibility to provide as many children as possible the opportunity to attend NHCSB.  This policy went into effect in the winter of 2017 and NHCSB struggled to find 8th grade students to fill vacated seats, particularly during the late spring and early summer. The enrollment team received a number of requests from students who were leaving NHCSB at the end of the 8th grade to move on to private high schools in the fall of 2018. Several students expressed the desire to return to their sending district to join in the “8th grade graduation ceremonies” that served as an important “right of passage”. When enrollment team members contacted the next student on the waitlist they heard the following feedback: Students expressed the desire to complete their final year at their district school and join NHCSB in the fall; they wanted to first complete all mandated state testing; they did not want to leave their friends and join a new school so late in the school year; and finally, they did not want to join our classes that were already underway and feel completely lost. However, we were successful in filling all vacated seats and we are proud of our retention activities which included the following:   1. Behavior System –NHCSB uses a software program called Dean’s List to support our behavior system. Dean’s list records the positive and negative behaviors of students on campus. Good behavior was awarded points that could be used to “purchase” NHCSB logo items or dress down days. 2. NHCSB implemented an 8th grade dance and graduation ceremony that was eagerly anticipated and widely attended. 3. NHCSB implemented grade-specific award ceremonies to recognize the hard work throughout the year of all students and welcome them to the next grade. 4. NHCSB developed a robust afterschool enrichment period including extracurricular sports, karate, art, and homework help to support students. 5. NHCSB offered free optional summer programming to our graduating 8th grade students. We are proud to say that 87 of our 105 8th grade students attended and completed the 4 weeks of academic enrichment. 6. NHCSB teachers consistently met in grade level teams through Response to Intervention (RTI) protocols to better support struggling students. 7. NHCSB Academic Deans assigned summer reading and math practice to assist students in maintaining their skills from the previous school year.   Moving into the 2017-18 school year, the NCHSB Board will review the retention strategies, including the enrollment policy, to determine the effectiveness of all school procedures. It is the Board’s intention to not enact policy that puts students at risk for failure or disrupts the learning of others. |

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| **Overall Student Retention Goal** | |
| **Annual goal for student retention (percentage):** | 90% of students will be retained annually |

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| **Retention Plan –Strategies**  **List strategies for retention activities for each demographic group.** | |
| **Special education students/students with disabilities** | |
| (a) CHART data  **School percentage**: #%  **Third Quartile**: #%  The school is above/below third quartile percentages. | **(b) 2016-2017 Strategies**  ☐ Below third quartile: no enhanced/additional strategies needed  **New School:** Since NHCSB is a brand new school and the new school year is not yet upon us, we can only speculate based on where are numbers were at the end of the school year. In the June SIMS report, 315 students were enrolled at NHCSB, our full enrollment.  **Strategies:** We will incorporate systematic assessment strategies, including progress monitoring and formative assessments to monitor instruction. Through the use of student data staff will be empowered to modify instructional strategies to meet the needs of individual students. All Staff will be knowledgeable in classroom management strategies. This will provide more time on learning rather the need to address students’ disruptive behaviors. We will implement a co-teaching model, which will provide collaboration and consistency between regular, remedial and special education. Students who are not making effective progress may participate in after school tutoring programs, Summer Bridge programming, and access extra help during the school day. When our special education students travel to the college, a special education teacher will travel with them to work with the college professor to meet each student’s state IEP or 504 requirements. In addition, students may take advantage of the many student services available at MCC such as services for the visually impaired, note-takers, or assistance with test taking. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  The NHCSB Special Education staff did not collaborate with local community organizations to develop these strategies, instead relying initially on our team’s assessment of our students’ needs. We would like to allocate 1 year to each of these strategies and reassess effectiveness at the end of the 2017-18 academic year at which time we may reach out to local agencies for support and assistance.  **Strategy 1:** We have 5 certified Special Education Teachers on staff to provide student support ranging from inclusion, pull-out, small group instruction, decoding, and social skills. Each student’s individual program is dependent on the services prescribed in his/her IEP/504, and all students have access to any program as an accommodation should the need arise. Have hired one teacher to primarily work with students with Autism and develop a social skills program in partnership with counseling department. One of our teachers was promoted to Lead Teacher to own some of our systems and procedures in relation to student re-evaluations, and referrals for services.  **Strategy 2:** Special Education director is present at all parent meetings and is available to parents and children whenever needed to ensure concerns are being addressed immediately and follow up is quick and effective.  **Strategy 3:** Providing appropriate professional development for all of our core academic teachers in order to ensure that our students have meaningful access to the curriculum, and are receiving adequate support from classroom teachers such that they can succeed in the classroom. Professional development topics include: accommodations and modifications for academics and behavior, disability training, parent and child legal rights, IEP and 504 timelines, daily roles and responsibilities, student case studies, IEP/504 meeting processes, etc. |
| **Limited English-proficient students/English learners**  Limited English-proficient students | |
| **(a) CHART data**  **School percentage**: #%  **Third Quartile**: #%  The school is above/below third quartile percentages. | **(b) 2016-2017 Strategies**  ☐ Below third quartile: no enhanced/additional strategies needed  **Goal:** 90% of students will be retained annually.  **Strategies:** For ELL students who fall behind their peers, intensive targeted intervention will be provided. We have built a staff dedicated to supporting our Limited English-proficient students including classroom teachers (one of whom who travel with the students to MCC) in addition to a Lead ELL to work with teachers and students to ensure that we are meeting the needs of every one of our students. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  **New School:** NHCSB is aware that additional strategies for retaining EL students is necessary and the school hired a new Director of ELs during the spring semester to work on program development, recruitment, retention, and provide direct services to students. Below are the strategies that she indicated would be essential for the 2017-18 school year and, at the end of the school year, all strategies will be assessed for effectiveness and, at that time, may require a redesign. The NHCSB EL team worked together to develop these strategies and, as the year progresses, may choose to reach out to community agencies for additional support:  **Strategy 1:** Hired a multilingual English Language Education (ELE) director in addition to an ESL teacher. Our ELE director will be in charge of making sure that all of our LEP students’ needs are being met, all ELE department requirements are being met, ensuring our ESL teacher is developing appropriate ESL curriculum and executing lessons effectively, providing professional development for all staff, ensuring that our core academic teachers are using SEI methods and strategies in the classroom in order to make all core content accessible for our English Learners. In addition, EL staff will ensure students and staff respect, value, and celebrate our EL students’ native languages, cultures, traditions, and values. Lastly, our ELE director will focus on building strong, trusting relationships with our Limited English-proficient families and the community organizations that serve them.  **Strategy 2:** ELE director has reached out to, and met with all of our EL students’ families this year. Our ELE director will continue to meet with EL students’ families at least once a year in order to discuss their child’s English language proficiency, and our plan to continue to support their child’s growth in attaining English Language proficiency.  **Strategy 3:** Providing appropriate Sheltered English Immersion (SEI) training for all of our core academic teachers and support staff in order to ensure that our students have meaningful access to the curriculum, and are receiving adequate support from classroom teachers such that they can succeed in the classroom. |
| **Students eligible for free or reduced lunch** | |
| **(a) CHART data**  **School percentage**: #%  **Third Quartile**: #%  The school is above/below third quartile percentages. | **(b) 2016-2017 Strategies**  ☐ Below median and third quartile: no enhanced/additional strategies needed  **Goal**: 90% of students will be retained annually.  **Strategies:** The schedule is built to meet the academic deficiencies our students may have. All students in grades 6-8 will take 2 English and 2 math classes in our effort to close students’ achievement gaps and to ensure that they are prepared for college. Our school support staff will provide psychological supports and identify community service agencies and supports that may benefit students and their families. And our KTECH culture will ensure that our staff know our students (for example) and can respond to them in a direct and personalized way to help remove obstacles to their learning. |
| **(c) 2017-2018 Additional Strategy(ies), if needed**  NHCSB believes that we have met, and possibly exceeded, our goal to retain 90% of students who are eligible for free and reduced lunch. Although we did not include specific language in our strategies above, our Board implemented several items that we believe enhances our retention of free or reduced lunch students.  **Strategy 1:** All students eat for free at NHCSB. If they do not qualify, NHCSB allocated funding in our budget to ensure that all kids eat lunch. If all kids eat for free, no one child feels stigmatized by his or her status as a free/reduced lunch student.  **Strategy 2:** Breakfast is provided in the morning and a nutritious lunch in the afternoon. NHCSB requested student feedback on the food service provider and incorporated that feedback into requests for specific meals, including a bi-weekly salad bar.  **Strategy 3:** NHCSB is looking into providing dinner to students during the enrichment period at the end of our day. |
| Students who are sub-proficient | **(d) 2016-2017 Strategies**  **Goal:** 90% will be retained annually.  **Strategies:** Our entire school model is predicated on the assumption that students will arrive at NHCS sub-proficient. We will use assessment data to place students into the appropriate group (a-d or e) to be sure that his or her social and learning needs are met in each of their classes. In group D, for examples, we provide tutors in the classroom as well as multiple teachers to help with small group work and comprehension. |
| Students at risk of dropping out of school | **(d) 2016-2017 Strategies**  **Goal: 90%** of students will be retained annually. **Strategies:** The resiliency culture is the foundation of effective strategies for the prevention of student drop-out. As noted throughout, we will build a KTECH 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 then reactive to meet the individual needs of all students. |
| Students who have dropped out of school | **(d) 2016-2017 Strategies**  **Goal: 90%** of students will be retained annually  **Strategies:** Due to our KTECH culture and “We Go to College” mindset as well as the efforts we put into developing personal relationships with our students, we expect that we will have few students choosing to drop-out of NHCSB. However, we will welcome students who have dropped out, enrolling them in the appropriate group (a-d or e) to suit their academic needs. |
| **OPTIONAL**  Other subgroups of students who should be targeted to eliminate the achievement gap | **(d) 2016-2017 Strategies**  **Goals**: 90% of all students will be retained.  **Strategies:** The NHCSB key design elements, recruitment and retention model, our staffing plan, and our “culture” all point to NHCS specifically targeting all subgroups of students, working to eliminate the achievement gap and provide ALL students with access to postsecondary education opportunities. |

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| School and Student Data Tables |

**NHCSB School Profile:** <http://profiles.doe.mass.edu/general/general.aspx?topNavID=1&leftNavId=100&orgcode=35130000&orgtypecode=5>

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| **STUDENT DEMOGRAPHIC AND SUBGROUP INFORMATION** | | |
| Race/Ethnicity | # of students | % of entire student body |
| African-American | 272 | 86.9 |
| Asian | 4 | 1.3 |
| Hispanic | 26 | 8.3 |
| Native American | 0 | 0 |
| White | 7 | 2.2 |
| Native Hawaiian, Pacific Islander | 0 | 0 |
| Multi-race, non-Hispanic | 4 | 1.3 |
| Special education | 25 | 8 |
| Limited English proficient | 29 | 9.3 |
| Economically Disadvantaged | 147 | 47 |

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| **ADMINISTRATIVE ROSTER FOR THE 2016-2017 SCHOOL YEAR** | | | |
| **Name, Title** | **Brief Job Description** | **Start date** | **End date**  (if no longer employed at the school) |
| |  | | --- | | Janice Manning  Head of School | | Janice oversees the academic program, parent support and school culture and NHCSB. She is also the senior building administrator. | August 1, 2016 |  |
| Neal Klayman  Dean of Students | Neal is responsible for upholding our school culture as well as handling student discipline | August 1, 2016 |  |
| Meredith Morrison  Director of Curriculum and Instruction | Meredith is responsible for designing the curriculum at NHCSB, evaluating teachers, delivering professional development, and developing all instructional assessments. | August 1, 2016 |  |
| Jennifer Churchill  Assistant Dean of Curriculum and Instruction | Jen is responsible for supporting the design work of math and science curriculum, evaluating all math and science teachers, and supporting the development of instructional assessments. | August 1, 2016 | June 1, 2017  \*Jen left her Assistant Dean position and joining the Operations Team as Assistant Director of Operations. |
| Rebekah Viens  Dean of Student Services | Rebekah oversees the Special Education department. She supports the work of all NHCSB teachers, reviews IEPs and 504s, and secures all necessary support services to students. | February 10, 2017 |  |
| Amy Alves  Head of Counseling | Amy oversees the counseling department and the bullying prevention program, she provides direct services to students, and she ensures student wellness and social/emotionally needs are being met. | August 1, 2016 |  |
| 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 | August 1, 2016 |  |
| Thomas Coogan  Deputy Executive Director, Finance | Tom oversees the budget at NHCSB including services related to building, finance reporting, and maintenance. | September 1, 2016 | June 30, 2017 |
| Elizabeth Coogan  Director of Operations | Liz oversees the day-to-day operations of NHCSB including purchasing and procurement, human resources, and payroll. | August 1, 2016 | June 30, 2017 |
| Colleen Roberts, EL Lead | Colleen oversaw services to all NCHSB students including instruction and curriculum development. | August 8, 2016 | May 01, 2017 |
| Shana Silva, Director of EL Services | Shana oversees services to all NCHSB students including instruction and curriculum development. | May 01, 2017 |  |

\*Add additional rows as necessary

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| **TEACHERS AND STAFF ATTRITION FOR THE 2016-2017 SCHOOL YEAR** | | | | |
|  | **Number as of the last day of the 2016-2017 school year** | **Departures during the 2016-2017 school year** | **Departures at the end of the school year** | **Reason(s) for Departure** |
| Teachers |  | 4 | 4 | personal |
| Other Staff | 12 | 7 | 6 | personal |

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| **BOARD MEMBERS FOR THE 2016-2017 SCHOOL YEAR** | | | | |
| **Name** | **Position on the Board** | **Committee affiliation(s)** | **Number of terms served** | **Length of each term** (including date of election and expiration) |
| Michael Sullivan | Chairman | Governance | 1 | 2 year |
| Rick Schwartz | Trustee | Finance | 1 | 1 year |
| Anthony Modica | Trustee | Chair, Academic Excellence | 1 | 1 year |
| Nicolas Christ | Treasurer | Chair, Finance | 1 | 2 year |
| Manny Daphnis | Vice Chairman | Academic Excellence | 1 | 2 year |
| Gregory Phillips | Trustee | Governance | 1 | 3 year |
| Maria Fernandes | Secretary | Governance | 1 | 3 year |
| Carlos Gomes | Trustee | Finance | 1 | 3 year |
| Ollie Spears | Trustee | Finance | 1 | 1 year |
| Karl Kowalski | Trustee | Academic Excellence | 1 | 2 year |
| Traci Vaughn | Trustee | Academic Excellence | 1 | 1 year |
| Vinnie Marturano | Trustee | Chair, Governance | 1 | 3 year |

\* Add additional rows as needed

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| Additional Required Information |

**Key Leadership Changes**

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| **Position** | **Name** | **No Change/ New/Open Position** |
| Board of Trustees Chairperson | Michael Sullivan | No change |
| Charter School Leader | Omari Walker | No Change |
| Assistant Charter School Leader | Janice Manning | No Change |
| Special Education Director | Rebekah Viens | New, spring 2017 |
| MCAS Test Coordinator | Meredith Morrison | No Change |
| SIMS/EPIMS Coordinator | Elizabeth Boyer | New, spring 2017 |
| English Language Learner Director | Shana Silva | New, spring 2017 |
| School Business Official | Jen Churchill | New, spring 2017 |
| SIMS Contact | Elizabeth Boyer | New, spring 2017 |
| Director of Operations | Elizabeth Boyer | New, spring 2017 |

\*Add additional rows as necessary

**Facilities**

|  |  |
| --- | --- |
| **Location** | **Dates of Occupancy** |
| Norwood, MA | September - December |
| 1690 Main Street Brockton, MA | January - current |

**Enrollment**

|  |  |
| --- | --- |
| **Action** | **2017-2018 School Year Date(s)** |
| Student Application Deadline | February 26th, 2018 |
| Lottery | March 5th, 2018 |

|  |
| --- |
| Charter Conditions |

**Charter Condition for 2016-17 School Year:**

In February of 2016, the Board of Elementary and Secondary Education placed a condition on NHCSB to create a plan to transport residents of Taunton and Randolph to NHCSB. At the Board’s February 27th meeting, this condition was removed.

On September 2, 2016 Commissioner Chester approved the temporary location of New Heights Charter School of Brockton in a facility outside the school’s charter region and directed NHCSB to meet six conditions. By January 3, 2017, NHCSB had met the stipulated conditions including relocating to our permanent site at 1690 Main Street in Brockton. Therefore, on February 16, 2017, Commissioner Chester, per the authority granted to him by the Board of Elementary and Secondary education, removed this condition.